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ABSTRACT

Human relations units are presented in this guide designed for teachers of secondary grades. The aim is to educate students in the philosophy of humanism. Emphasis is upon social interaction in an attempt to help pupils not only realize their own potential, but moreover, to respond to the needs of others. Each of the four activity units deals with factors in human relations and outlines the focus, broad goals, generalizations, instructional objectives, and learning activities. Unit one examines the development of personality in an attempt to help students gain self-understanding by studying the effects of heredity and environment. Focus in unit two is upon students understanding and perceiving themselves and others. Problems and conflicts among individuals and groups is the topic for unit three. Unit four stresses effectiveness of communication. Books, articles, and films are included in a resource list. Appendices provide worksheets, charts, and cartoons. (Author/SJM)

ED 067344

HUMAN RELATIONS

DIVISION OF INSTRUCTION, DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLORIDA–9L

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HUMAN RELATIONS

Curriculum Bulletin 9L

1971

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Miami, Florida 33132

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FOREWORD

The concept of democracy should not be considered as a form of government alone—it is also a way of life. One of its highly valued beliefs is the worth and dignity of the individual. Human interests and values have been historically important in our nation, and in our time they continue to be so as we move closer to our goal of greater opportunities for fulfillment for all of our citizens.

The Human Relations course in our schools is designed to educate students in the philosophy of humanism, centering as it does upon human interests and values. The course deals with the kinds of social interaction that enable the individual to realize more fully his potential. As a result of studying human relations, the student should become more positively responsive to the motivations, needs, and concerns of other people as he engages in the process of social interaction.

Leonard M. Britton
Associate Superintendent for Instruction

PREFACE

The introduction of a course in human relations is a step forward in the improvement of our curriculum. This guide was written to serve as an instructional resource for the secondary school social studies teachers who are conducting these courses. Since it represents an initial effort in this area, the guide is to be considered experimental. The teacher may utilize the material in the manner best suited to the needs of his students.

Acknowledgment is extended to members of the Materials Development Office for the research and writing of this material, especially to Mr. Wilbert Barrett for the preliminary research and writing, to Mrs. Diane Baker and Mrs. Karen Moran for additional writing, and to Mrs. Billy Cranmer for final development and editing of the material. Special acknowledgment and appreciation are extended to the Curriculum Committee of the New Jersey Council for the Social Studies, whose recommended outline served as a foundation for the development of the unit on problems and conflicts among individuals and groups.

Richard O. White, Director
Department of Program Development

SUGGESTIONS FOR USING THIS GUIDE

1. Preview the generalizations, objectives, activities, and assessment items carefully before beginning each unit with the students. They provide a range of media and styles broad enough to involve students' varying aptitudes and interests in the ideas and problems of the course. The format for the worksheets in the guide is as follows:

FOCUS:	the particular concept of the unit
BROAD AIM:	a statement of an ideal or philosophy which directs the course of instruction
BROAD GOAL:	an explicit statement derived from the broad aim (The goal serves to clarify the meaning of each broad aim by specifying the learnings designed to bring about achievement of the broad aim.)
GENERALIZATION:	a structural statement which may be challenged and which serves as a format for the development of problem-solving experiences (Each instructional unit contains generalizations which are offered for motivational and structural purposes. They may also serve as the basis for the formulation of an hypothesis and the subsequent development of problem-solving experiences for students.)
INSTRUCTIONAL OBJECTIVE:	a directional objective designed to provide a basis for the preparation of specific objectives in behavioral terms
LEARNING ACTIVITIES:	suggested activities designed to help the student achieve the understanding stated in the instructional objectives; specifying what the student will be doing, the people with whom he will be working, the materials he will be using, and the conditions under which he will be working
ASSESSMENT:	sample items a teacher may use to evaluate student progress

2. Prepare and duplicate the study sheets, worksheets, or charts that may be necessary for completion of the activities. Examples of these aids are presented within the units as they are recommended; additional copies which may be removed for duplication are provided in the Appendix.

3. Work with your school librarian and audio-visual representative to set up a varied collection of resources related to human relations, either in the classroom or in the school library. These may include a collection of books, paperbacks, magazines, pictures, realia, newspaper articles, etc., which could be used as references for supplementary readings and research activities.

4. Plan to vary student work time to allow for independent study, small-group discussions, brainstorming, panel discussions, debates, surveys, and large-group discussions. Students who are experiencing difficulty with the material may be assisted by working with other students in small groups promoting interaction and exchange of ideas.

   You may sometimes wish to structure the makeup of the groups by assignment of students and at other times to encourage the students to form groups of their own choosing. By careful observation of similarities and differences in the composition, working relationships, and results between teacher-structured and student-structured groups, a teacher may become more aware of factors which affect interaction in the classroom.

5. Familiarize yourself with the books, periodicals, and media suggested in the Resources, which will extend and enrich your understanding of the content and processes for developing effective human relations. This list of resources serves only as an introduction to materials in the field; it may need to be expanded by the teacher to meet the needs of his students. If these materials are not available in your school, perhaps they may be obtained with school funds, through the Professional Library, Dade County Library and its branches, the university libraries, or the Department of Staff Development.

6. Consider duplicating the Resource section in its entirety or in parts for use by the students as a suggested bibliography. All material should first be reviewed and evaluated as to the appropriateness for the students and the relevance to the curriculum of the school.

7. Use the Dade County Instructional Materials Catalog (Bulletin 1-N) and its supplement to order films, transparencies, records and albums, slides, or tape recordings pertinent to human relations. You may find appropriate materials under the following subject headings in the bulletin: Communications, Community Living, Current Affairs, Family, Guidance, Inter-Group Relations, and Social Studies.

8. Call the Human Relations Resource Team at the Department of Staff Development if you wish help in implementing human relations techniques in the classroom. This team is available to demonstrate human relation strategies and procedures in your class or to act as a resource to you in providing materials and consultant services.

9. Use Dade County's curriculum guide for Sociology as a supplement to enrich and extend the content, activities, and resources for Human Relations. The particular areas in the Sociology guide which complement this document include the material on man's adaptation to and organization of his environment, as individuals as well as in groups.

10. Convert all evaluation into genuine feedback to the student to facilitate his powers of self-diagnosis and responsibility for his own learning. Effective evaluation must involve the student himself; it cannot be carried on for him by the teacher, although the teacher may help him in important ways.

HUMAN RELATIONS

THE DEVELOPMENT OF PERSONALITY

FACTORS IN HUMAN RELATIONS

THE DEVELOPMENT OF PERSONALITY

FACTORS IN HUMAN RELATIONS

THE DEVELOPMENT OF PERSONALITY

UNIT I. THE DEVELOPMENT OF PERSONALITY

OVERVIEW

FOCUS: Factors in Human Relations: The Development of Personality

BROAD AIM: The learner demonstrates understanding of himself and his characteristic way of perceiving and reacting to his environment.

BROAD GOAL: The learner demonstrates understanding of the varied factors which affect the development of his personality and the effect they have on his characteristic way of perceiving and reacting to his environment.

GENERALIZATION: I. Skill in promoting effective human relations is based on the recognition of each person as a unique individual whose personality evolves from the interaction of heredity and environment.

OBJECTIVES:

A. To define and describe the process of heredity as a factor affecting personality development

B. To define and describe the natural, cultural, and social environments which affect the development and behavior of an individual in our culture

C. To determine the complementary effects of heredity and environment upon personality development

D. To describe the socialization process as a major contributor to personality development

E. To describe the role of the family as the principal socializing agent

GENERALIZATION: II. Awareness of the factors which affect the nature, development, and change of prejudice is an element of effective human relations.

OBJECTIVES:

A. To identify the nature of some prejudices (regarding race, social class, gender, religion, political beliefs, and age) which affect human relations

B. To examine factors which affect the development of prejudice

C. To analyze factors which affect and effect change in a person's prejudices

D. To develop a simple test for prejudice and to use this instrument for identifying and analyzing the nature of a person's prejudices

GENERALIZATION: III. An understanding of social problems and human conflict includes the study of social attitudes and values.

OBJECTIVES:

A. To examine the process and effects on individuals of the formation of social attitudes and values by forces outside of the family

B. To recognize the possibility of and reasons for conflict in social attitudes and values within oneself

C. To examine alternate methods of seeking social change

GENERALIZATION: IV. Interpersonal relationships are influenced by behavior traits and by role expectations, both of which are variable.

OBJECTIVES:

A. To identify and analyze some types of behavior and how they affect social relationships

B. To consider situational factors which may affect the perceptions and expectations of the individual

FACTORS IN HUMAN RELATIONS: THE DEVELOPMENT OF PERSONALITY

AIM: The learner demonstrates understanding of himself and his characteristic way of perceiving and reacting to his environment.

The learner demonstrates understanding of the varied factors which affect the development of his personality and the effect they have on his characteristic way of perceiving and reacting to his environment.

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. To define and describe the process of heredity as a factor affecting personality development	1. Arrive at a workable definition of the biological term *heredity*. 2. List on the chalkboard inherited characteristics suggested by the students. 3. Discuss with the class the biological mechanism of heredity through an explanation of the following genetic terms: a. genes (dominant and recessive) b. chromosomes c. congenital d. traits e. prenatal environment f. genetics g. biogenic factors 4. Encourage class discussion regarding the reasons for physical likenesses and differences within a family. 5. Discuss the concept that parents are the carriers of genetic traits in their chromosomes which are taken from a kind of "inheritance pool."	1. Have the students match each term listed on the left with the appropriate definition on the right by writing the appropriate definition next to each word on their paper. chromosomes — a. the basic physical units of inheritance congenital — b. the scientific study of heredity genetics — c. acquired before birth but not through heredity traits — d. threadlike structures carrying various numbers and patterns of genes genes — e. personality characteristics 2. Offer the statement "The Study of Genetics Is Important," and ask the students to write a paragraph explaining their agreement or disagreement with the statement.

FOCUS:	FACTORS IN HUMAN RELATIONS: THE DEVELOPMENT OF PERSONALITY
SOCIAL STUDIES BROAD AIM:	The learner demonstrates understanding of himself and his characteristic way of perceiving and reacting to his environment.
SOCIAL STUDIES GOAL:	The learner demonstrates understanding of the varied factors which affect the development of his personality and the effect his characteristic way of perceiving and reacting to his environment.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT
I. Skill in promoting effective human relations is based on the recognition of each person as a unique individual whose personality evolves from the interaction of heredity and environment.	A. To define and describe the process of heredity as a factor affecting personality development	1. Arrive at a workable definition of the biological term *heredity*. 2. List on the chalkboard inherited characteristics suggested by the students. 3. Discuss with the class the biological mechanism of heredity through an explanation of the following genetic terms: a. genes (dominant and recessive) b. chromosomes c. congenital d. traits e. prenatal environment f. genetics g. biogenic factors 4. Encourage class discussion regarding the reasons for physical likenesses and differences within a family. 5. Discuss the concept that parents are the carriers of genetic traits in their chromosomes which are taken from a kind of "inheritance pool."	1. Have the students match e left with the appropriate d by writing the appropriat each word on their paper. chromosomes a. the of in congenital b. the here genetics c. acqu not traits d. thre carry and genes e. p e char 2. Offer the statement "The Important," and ask the paragraph explaining t disagreement with the state

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
3. To define and describe the natural, cultural, and social environments which affect the development and behavior of an individual in our culture	1. Arrive at a workable definition of the term *environment*. 2. Differentiate between natural, cultural, and social environments. The following outline may be used as a point of departure for discussion and differentiation. a. Natural (1) Climate (2) Resources (3) Laws of nature b. Cultural (1) Origin—racial and ethnic (2) Religion (3) Education (4) Economic level (5) Philosophy (6) Community customs c. Social (1) Family (2) Peer groups (3) Neighborhood (4) Business associates (5) Friends Ask each student to give examples of how these elements affect his own behavior and to rearrange the list in terms of greatest to least significant factors in his development.	1. Present the following list of environmental elements, and ask the students to identify each as part of the (1) natural, physical; (2) cultural; or (3) social environment. When students complete the identification, ask them to compare and support their answers. a. subtropical climate b. Lutheran religion c. middle class school d. Italian or Irish origin e. membership in the Republican Party f. Southern hospitality g. your brother Joe h. Rocky Mountains i. membership in a labor union j. Puritan ethic

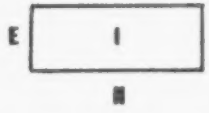
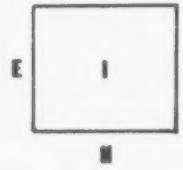
GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	B. To define and describe the natural, cultural, and social environments which affect the development and behavior of an individual in our culture	1. Arrive at a workable definition of the term *environment.* 2. Differentiate between natural, cultural, and social environments. The following outline may be used as a point of departure for discussion and differentiation. a. Natural (1) Climate (2) Resources (3) Laws of nature b. Cultural (1) Origin—racial and ethnic (2) Religion (3) Education (4) Economic level (5) Philosophy (6) Community customs c. Social (1) Family (2) Peer groups (3) Neighborhood (4) Business associates (5) Friends Ask each student to give examples of how these elements affect his own behavior and to rearrange the list in terms of greatest to least significant factors in his development.	1. Present the following lis elements, and ask the stud as part of the (1) natural, p or (3) social environme complete the identificati compare and support their ar a. subtropical climate b. Lutheran religion c. middle class school d. Italian or Irish origin e. membership in the Repu f. Southern hospitality g. your brother Joe h. Rocky Mountains i. membership in a labor u j. Puritan ethic

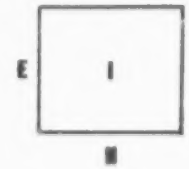
STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
To determine the complementary effects of heredity and environment upon personality development	1. Ask the class to discuss the validity of the concept that personality characteristics of the parent are passed on to the children through heredity. (e.g., Discuss the statement, Like father, like son.) 2. The class may arrive at the following accepted list of inherited traits: a. physical characteristics (1) hair color and texture (2) facial features (3) body size and structure (4) eye color b. intelligence and special aptitudes (These talents are influenced by the environment and by the ability to learn and solve problems.) c. potential for temperament, or basic mood (The basic temperament can be influenced by the environment.) 3. Discuss with the class the concept that heredity provides a person's basic foundation by setting certain physical limitations, while the total environment provides all other factors that shape and effect human personality. 4. Discuss the possible influence of the following inherited physical traits on personality development: a. weight b. height c. physical beauty d. hair type and color e. skin color 5. Arrive at a general definition of *personality*.	1. Ask the students to mark each of the descriptive words below either *H* for heredity, *E* for environment, or *B* for combination of heredity and environment. a. artistic b. prejudiced c. professional d. blue-eyed e. athletic f. blond h. obese i. allergic j. thrifty k. healthy Lead a discussion of the list, asking students to give reasons for their answers. 2. Ask the students to write a paragraph defining the term *personality* and illustrating the complementary and contributory effects of heredity and environment on personality development. 3. Ask each student to construct a rectangular model representing the interrelationship of heredity and environment in the formation of his own particular personality. Ask the students to justify and support their choices of personality models.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	C. To determine the complementary effects of heredity and environment upon personality development	1. Ask the class to discuss the validity of the concept that personality characteristics of the parent are passed on to the children through heredity. (e.g., Discuss the statement, Like father, like son.) 2. The class may arrive at the following accepted list of inherited traits: a. physical characteristics (1) hair color and texture (2) facial features (3) body size and structure (4) eye color b. intelligence and special aptitudes (These talents are influenced by the environment and by the ability to learn and solve problems.) c. potential for temperament, or basic mood (The basic temperament can be influenced by the environment.) 3. Discuss with the class the concept that heredity provides a person's basic foundation by setting certain physical limitations, while the total environment provides all other factors that shape and effect human personality. 4. Discuss the possible influence of the following inherited physical traits on personality development: a. weight b. height c. physical beauty d. hair type and color e. skin color 5. Arrive at a general definition of *personality*.	1. Ask the students to mark e words below either *H* environment, or *B* for com and environment. a. artistic b. prejudiced c. professional d. blue-eyed e. athletic f. blond h. obese i. allergic j. thrifty k. healthy Lead a discussion of the lis give reasons for their answe 2. Ask the students to write the term *personality* an complementary and contr heredity and environme development. 3. Ask each student to cons model representing the heredity and environment his own particular personali to justify and support personality models.

UCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	6. Ask the students to list characteristics which may determine an individual's personality. This list may include the following items: a. attitudes and values b. habits c. patterns of behavior d. temperament e. mental and physical capacities f. intelligence Personality should now be defined as the person's total self, including his physical, emotional, mental, and social characteristics. 7. Lead a class discussion relating an individual's personality to effective human relations. Use the following questions as a guide: a. Which basic personality problems do many people in our society have which interfere with successful and positive personal interrelationships? b. Which additional experiences should people have in order to be better prepared to live in our society? c. Which problems involving family life are encountered in personality development? d. Which problems in personality development are directly related to prejudice, discrimination, ethnocentrism, etc.? 8. Use rectangular models to represent individual personalities, illustrating on the chalkboard the interrelationship of heredity and environment in the formation of the particular personality.	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	C. (continued)	6. Ask the students to list characteristics which may determine an individual's personality. This list may include the following items: a. attitudes and values b. habits c. patterns of behavior d. temperament e. mental and physical capacities f. intelligence Personality should now be defined as the person's total self, including his physical, emotional, mental, and social characteristics. 7. Lead a class discussion relating an individual's personality to effective human relations. Use the following questions as a guide: a. Which basic personality problems do many people in our society have which interfere with successful and positive personal interrelationships? b. Which additional experiences should people have in order to be better prepared to live in our society? c. Which problems involving family life are encountered in personality development? d. Which problems in personality development are directly related to prejudice, discrimination, ethnocentrism, etc.? 8. Use rectangular models to represent individual personalities, illustrating on the chalkboard the interrelationship of heredity and environment in the formation of the particular personality.	

UCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
continued)	8. (continued) Explanation of models—these models graphically represent the relative effect of environment and heredity on an individual. *Explanation of symbols* E —environment I —individual H —heredity Ask the class to interpret the relative influences of heredity and environment on human personalities by interpreting these rectangles provided for illustrative purposes: Equal but very little effect of both Highly affected by environment, little by heredity  Highly affected by heredity, little by environment  Affected nearly equally by both	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	C. (continued)	8. (continued) Explanation of models—these models graphically represent the relative effect of environment and heredity on an individual. *Explanation of symbols* E —environment I —individual H —heredity Ask the class to interpret the relative influences of heredity and environment on human personalities by interpreting these rectangles provided for illustrative purposes: Equal but very little effect of both Highly affected by environment, little by heredity Highly affected by heredity, little by environment  Affected nearly equally by both	

TRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
To describe the socialization process as a major contributor to personality development	1. Guide the class in a discussion of man's social need to relate to others. 2. Discuss the socialization process whereby the human infant is converted into a social person. 3. Ask the students to state reasons why it is important to society that every person be socialized. 4. The following concepts may be illustrated in class by asking students to comment on their personal family experiences: a. The principal agent of socialization is the family, which helps the child form his basic attitudes and values. b. Socialization is a long-range learning process with society as the teacher. c. Socialization refers to both conscious and unconscious learning in the child's relationships with others. d. Children, by interacting with others, learn to assume many roles. e. As a person becomes socialized, he develops his personality and his social self. He is learning to exhibit and expect certain types of behavior. This is the process of adjusting to people and situations. f. The early years of life are important in the following ways: (1) development of the nervous system (2) period of maximum learning and greatest mental growth (3) development of habits and traits (4) development of communications skills	Have the students identify the following statements as being either *true, false,* or *debatable;* ask students to support their answers in class discussion. a. The first social roles learned by children are developed through imitation of the parents. b. The early years are the most important in socializing a child. c. Socialization is a short-term process. d. A child's learning is both conscious and unconscious. e. Socialization is part of personality development. f. It is not important to society that all of its members be socialized. g. Children learn to play social roles by interacting with other children. h. Socialization involves adjusting to people but not to situations. i. Socialization is a developmental process. j. The principal socializing agent is the family.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
I. (continued)	D. To describe the socialization process as a major contributor to personality development	1. Guide the class in a discussion of man's social need to relate to others. 2. Discuss the socialization process whereby the human infant is converted into a social person. 3. Ask the students to state reasons why it is important to society that every person be socialized. 4. The following concepts may be illustrated in class by asking students to comment on their personal family experiences: a. The principal agent of socialization is the family, which helps the child form his basic attitudes and values. b. Socialization is a long-range learning process with society as the teacher. c. Socialization refers to both conscious and unconscious learning in the child's relationships with others. d. Children, by interacting with others, learn to assume many roles. e. As a person becomes socialized, he develops his personality and his social self. He is learning to exhibit and expect certain types of behavior. This is the process of adjusting to people and situations. f. The early years of life are important in the following ways: (1) development of the nervous system (2) period of maximum learning and greatest mental growth (3) development of habits and traits (4) development of communications skills	Have the students iden statements as being eit *debatable;* ask students to in class discussion. a. The first social roles le developed through imi b. The early years are t socializing a child. c. Socialization is a short d. A child's learning is unconscious. e. Socialization is p development. f. It is not important to members be socialized g. Children learn to p interacting with other h. Socialization involves but not to situations. i. Socialization is a devel j. The principal social family.

UCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
To describe the role of the family as the principal socializing agent	1. Discuss in class the role of the family in the socialization of children through teaching and transmitting the following: a. attitudes b. customs c. perceptions of morality d. elements of the group culture in which we live e. language, the principal tool of the socialization process f. customs with references to– (1) taste in dress (2) taste in arts and entertainment (3) sense of responsibility (4) sense of justice (5) sense of one's role in society (6) attitudes toward others 2. Ask the students to discuss the implications that the following items have for socialization and subsequent personality development: a. economic status b. relationship of parents to one another c. relationship of parents to children d. parental guidance and discipline e. recognition by parents of child's abilities and talents	1. Given the following list of factors that relate to the role of the family in the socialization of the child, students should select three and give a specific example for each to illustrate how the family exerts a socializing force. a. individual functions or roles of parents and siblings b. comparison of female and male socialization (what might be similar and what might be different for young boys and young girls) c. family's role as the transmitter of customs and traditions d. family's influence upon the development of a moral code for the child e. family's role in the development of a philosophy of life for the child 2. Given the list of circumstances below, the students will select three and write a short paragraph for each describing its possible effects on the socialization of a child. a. poverty in the home b. divorce in the home c. absence of love in the home d. excessive discipline in the home e. lack of encouragement of the children's abilities and interests

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	E. To describe the role of the family as the principal socializing agent	1. Discuss in class the role of the family in the socialization of children through teaching and transmitting the following: a. attitudes b. customs c. perceptions of morality d. elements of the group culture in which we live e. language, the principal tool of the socialization process f. customs with references to— (1) taste in dress (2) taste in arts and entertainment (3) sense of responsibility (4) sense of justice (5) sense of one's role in society (6) attitudes toward others 2. Ask the students to discuss the implications that the following items have for socialization and subsequent personality development: a. economic status b. relationship of parents to one another c. relationship of parents to children d. parental guidance and discipline e. recognition by parents of child's abilities and talents	1. Given the following list of the role of the family in th child, students should sele specific example for each family exerts a socializing fo a. individual functions or siblings b. comparison of fe socialization (what m what might be differe and young girls) c. family's role as the tra and traditions d. family's influence upor a moral code for the ch e. family's role in the philosophy of life for t 2. Given the list of circum students will select three paragraph for each describi on the socialization of a chi a. poverty in the home b. divorce in the home c. absence of love in the d. excessive discipline in e. lack of encouragemer abilities and interests

RUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	3. Discuss the possible effects of the family atmosphere on the child's socialization and personality development in the following areas: a. behavior b. sex identity c. happiness d. vocation e. marriage f. citizenship	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	E. (continued)	3. Discuss the possible effects of the family atmosphere on the child's socialization and personality development in the following areas: a. behavior b. sex identity c. happiness d. vocation e. marriage f. citizenship	

TRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
To identify the nature of some prejudices (regarding race, social class, gender, religion, political beliefs, and age) which affect human relations	1. Lead a brainstorming session with the class to develop students' definition of the term *prejudice.* Record all student ideas on the chalkboard. After ten minutes, count the total number of ideas presented, pointing out the number and diversity of ideas about prejudice existing even among students in one class. Have the students combine ideas to develop a general definition of prejudice which represents the consensus of the class. 2. In terms of the definition of prejudice developed by the class, have the students identify and list a number of their own prejudices. Have the students form into small groups of five to seven, to discuss and share their prejudices in order to— a. discover similarities and differences among their prejudicial attitudes; b. analyze possible reasons for their own prejudices. 3. Write on the chalkboard the following six categories regarding prejudice: prejudice and race prejudice and social class prejudice and political beliefs prejudice and gender prejudice and age prejudice and religion Have the students volunteer to form into six separate groups and complete the following in-depth study in one of the areas of prejudice: a. examples of prejudicial attitudes and practices, e.g., in terms of employment, social relations, housing b. research on some possible reasons for the existence of prejudice (continued on next page)	1. After reviewing as a total class the in-depth presentations by all six groups, have students individually develop at least three general statements summarizing the important information about the nature of prejudice. Each generalization should be supported by illustrations or examples. 2. Have students share their generalizations and illustrations with the class; then evaluate, redefine, and combine generalizations to develop a set of at least two general statements for each of the six categories. These statements should have the consensus of the group.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. Awareness of the factors which affect the nature, development, and change of prejudice is an element of effective human relations.	A. To identify the nature of some prejudices (regarding race, social class, gender, religion, political beliefs, and age) which affect human relations	1. Lead a brainstorming session with the class to develop students' definition of the term *prejudice.* Record all student ideas on the chalkboard. After ten minutes, count the total number of ideas presented, pointing out the number and diversity of ideas about prejudice existing even among students in one class. Have the students combine ideas to develop a general definition of prejudice which represents the consensus of the class. 2. In terms of the definition of prejudice developed by the class, have the students identify and list a number of their own prejudices. Have the students form into small groups of five to seven, to discuss and share their prejudices in order to— a. discover similarities and differences among their prejudicial attitudes; b. analyze possible reasons for their own prejudices. 3. Write on the chalkboard the following six categories regarding prejudice: prejudice and race prejudice and social class prejudice and political beliefs prejudice and gender prejudice and age prejudice and religion Have the students volunteer to form into six separate groups and complete the following in-depth study in one of the areas of prejudice: a. examples of prejudicial attitudes and practices, e.g., in terms of employment, social relations, housing b. research on some possible reasons for the existence of prejudice (continued on next page)	1. After reviewing as a tota presentations by all six gr individually develop at statements summarizi information about the natu generalization should illustrations or examples. 2. Have students share their illustrations with the cl redefine, and combine gener a set of at least two genera of the six categories. Thes have the consensus of the gr

TRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	3. (continued) c. effects of these prejudicial attitudes and practices on the individuals involved d. action recommended for student involvement in moderating prejudicial attitudes, thereby leading to improved human relations 4. Each group should decide how to present its findings in Learning Activity 3 to the rest of the class. This may be done by one or more of the following means: a. panel discussion, such as "This Is Your Life," "Twenty Questions," or an interview of panel of "experts" b. dramatization, such as a short play or a radio or TV script c. round table discussion d. debate on a resolution developed by the students e. written form, such as a diary by an involved individual, a letter to the editor, or a short story f. pictorial form, such as posters and charts, with supporting analysis and interpretation; collection of pictures or slides made by students 5. Have each group formulate a list of questions to ask of the other five groups. 6. Each of the six groups should present its research findings and recommended actions to the class, and answer any additional questions prepared by the other groups in Learning Activity 5.	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
II. (continued)	A. (continued)	3. (continued) c. effects of these prejudicial attitudes and practices on the individuals involved d. action recommended for student involvement in moderating prejudicial attitudes, thereby leading to improved human relations 4. Each group should decide how to present its findings in Learning Activity 3 to the rest of the class. This may be done by one or more of the following means: a. panel discussion, such as "This Is Your Life," "Twenty Questions," or an interview of panel of "experts" b. dramatization, such as a short play or a radio or TV script c. round table discussion d. debate on a resolution developed by the students e. written form, such as a diary by an involved individual, a letter to the editor, or a short story f. pictorial form, such as posters and charts, with supporting analysis and interpretation; collection of pictures or slides made by students 5. Have each group formulate a list of questions to ask of the other five groups. 6. Each of the six groups should present its research findings and recommended actions to the class, and answer any additional questions prepared by the other groups in Learning Activity 5.	

RUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
To examine factors which affect the development of prejudice	1. Use a record player and record or a tape recording of the song from *South Pacific,* "You've Got to Be Carefully Taught." Ask the students to listen carefully to the lyrics. Lead a class discussion using the following questions as guidelines: a. What verbal factors influence the development of prejudice? b. What nonverbal factors influence the development of prejudice? c. What can a person do to keep from becoming prejudiced? d. What would happen if others believe as you do about prejudices? Would the world necessarily be better? What are the general advantages or disadvantages for people? e. Have the people you know who are prejudiced been taught falsely? Where do you think the "wrong" opinions come from? What emotions are involved in the prejudices? f. How can people who believe as you do about prejudice get together with people who do not? What, if anything, do you have in common with them? What are your main differences? g. In your opinion, what person or group in one's life has the greatest effect on the development of prejudice? 2. Ask the students to keep a "Prejudice Log" for a period of two weeks describing incidents involving prejudice: what was said, and what resulted. Items to be entered in the log may include the following: a. problems or distressing interpersonal situations where the application of positive human relations failed to remedy the situation (Why were you not successful?) (continued on next page)	1. Ask the students to extend each of the following into a short paragraph on the development of prejudice, giving concrete examples for each item. a. Prejudice is (caught, and/or taught). . . b. Prejudice and fear (do, do not) go together. . . c. A prejudiced person (is, is not) a weak person because. . . After the students have completed this exercise on their own, have them form triads and compare their statements on the development of prejudice. Each group is to reach a consensus on a final paragraph for each of the three statements above. *Optional:* The teacher may make copies of these group statements and redistribute them to the students for further analysis and discussion. 2. It is suggested that the students be given the opportunity to assess themselves further. Criteria might include the following: a. effort b. degree of detail contained in the daily recordings c. self-evaluation of positive human relations exhibited by student during the two-week period

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	B. To examine factors which affect the development of prejudice	1. Use a record player and record or a tape recording of the song from *South Pacific,* "You've Got to Be Carefully Taught." Ask the students to listen carefully to the lyrics. Lead a class discussion using the following questions as guidelines: a. What verbal factors influence the development of prejudice? b. What nonverbal factors influence the development of prejudice? c. What can a person do to keep from becoming prejudiced? d. What would happen if others believe as you do about prejudices? Would the world necessarily be better? What are the general advantages or disadvantages for people? e. Have the people you know who are prejudiced been taught falsely? Where do you think the "wrong" opinions come from? What emotions are involved in the prejudices? f. How can people who believe as you do about prejudice get together with people who do not? What, if anything, do you have in common with them? What are your main differences? g. In your opinion, what person or group in one's life has the greatest effect on the development of prejudice? 2. Ask the students to keep a "Prejudice Log" for a period of two weeks describing incidents involving prejudice: what was said, and what resulted. Items to be entered in the log may include the following: a. problems or distressing interpersonal situations where the application of positive human relations failed to remedy the situation (Why were you not successful?) (continued on next page)	1. Ask the students to extend into a short paragraph on prejudice, giving concrete item. a. Prejudice is (caught, a b. Prejudice and fear together. . . c. A prejudiced person person because. . . After the students have co on their own, have the compare their statements o prejudice. Each group is to a final paragraph for statements above. *Optional:* The teacher may group statements and redis students for further analysis 2. It is suggested that the st opportunity to assess Criteria might include the fo a. effort b. degree of detail con recordings c. self-evaluation of posi exhibited by student period

RUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	2. (continued) b. problems or distressing interpersonal situations where the application of positive human relations succeeded in remedying the situation (Why were you successful?) c. situations in which you took the initiative in promoting good human relations (e.g., smiling at a casual acquaintance) d. newspaper or magazine articles that you read about situations that are indicative of good human relations After two weeks, the students will discuss in small groups the meaningful items recorded in the logs.	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	B. (continued)	2. (continued) b. problems or distressing interpersonal situations where the application of positive human relations succeeded in remedying the situation (Why were you successful?) c. situations in which you took the initiative in promoting good human relations (e.g., smiling at a casual acquaintance) d. newspaper or magazine articles that you read about situations that are indicative of good human relations After two weeks, the students will discuss in small groups the meaningful items recorded in the logs.	

UCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
To analyze factors which affect and effect change in a person's prejudices	Obtain copies for each student of the story "After You, My Dear Alphonse" by Shirley Jackson. (Postman, N.,et al. *Uses of Language*, Grade 8, New York: Holt, Rinehart and Winston, 1965.) (Summary: Johnny Wilson, whose mother is a typical white suburbanite, brings his playmate Boyd (a Negro) home to lunch. When Mrs. Wilson discovers that Boyd does not fulfull her stereotyped beliefs about Negroes, she drops her patronizing attitude and reveals her true self. The author's theme is that our perceptions are often blunted by our prejudices.) Using Mrs. Wilson's experience as a springboard, lead a class discussion on factors which effect changes in a person's prejudices. The following questions may guide your discussion: a. What is the relationship between "getting to know you," or familiarity, and prejudice? b. If you believe a person is prejudiced, will rational and logical presentation of the facts effect a change in the person's opinion? Why or why not? What else is needed? Support your answers with an example. c. What data do you think you must know about a person and/or his background before you could hope to change his opinion? d. Identify and list in sequential order the steps you would take to try to change someone's opinion. *Optional:* The teacher and students may wish to refer to Dale Carnegie's book *How to Win Friends and Influence People.*	Use the story below to assess student knowledge and application of factors which affect or effect change in a person's prejudice. Frank Takahashi, whose parents were born in Japan, and Sam Johnson had been friends ever since grade school. Now they were graduating from Palmtree High School, and Sam was encouraging Frank to look for a summer job in the downtown business section where he would make more money, rather than take a job as a lifeguard. "I've had a lot of trouble finding a job downtown," Frank said, "because few employers are hiring fellows with names and faces like mine. Even the manager at your father's store turned me down. The secretary there told me that the only jobs open to high school graduates were in the delivery department." Sam felt ashamed that this case of prejudice had come between them and told his father that evening that prejudice was unfair and unethical. Sam's father was upset and tried to explain that he liked Frank very much and had nothing against Japanese-Americans or any other group personally; however, he couldn't take a chance of hurting his business. "Do you think my customers would stick with me if I hired Frank?" he asked Sam. The student is to assume the role of Sam and complete one of the following activities: a. Prepare a list of five or six questions and counter-questions which Sam might ask to help change his father's decision. (continued on next page)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	C. To analyze factors which affect and effect change in a person's prejudices	Obtain copies for each student of the story "After You, My Dear Alphonse" by Shirley Jackson. (Postman, N.,et al. *Uses of Language,* Grade 8, New York: Holt, Rinehart and Winston, 1965.) (Summary: Johnny Wilson, whose mother is a typical white suburbanite, brings his playmate Boyd (a Negro) home to lunch. When Mrs. Wilson discovers that Boyd does not fulfull her stereotyped beliefs about Negroes, she drops her patronizing attitude and reveals her true self. The author's theme is that our perceptions are often blunted by our prejudices.) Using Mrs. Wilson's experience as a springboard, lead a class discussion on factors which effect changes in a person's prejudices. The following questions may guide your discussion: a. What is the relationship between "getting to know you," or familiarity, and prejudice? b. If you believe a person is prejudiced, will rational and logical presentation of the facts effect a change in the person's opinion? Why or why not? What else is needed? Support your answers with an example. c. What data do you think you must know about a person and/or his background before you could hope to change his opinion? d. Identify and list in sequential order the steps you would take to try to change someone's opinion. *Optional:* The teacher and students may wish to refer to Dale Carnegie's book *How to Win Friends and Influence People.*	Use the story below to asses and application of factors w change in a person's prejudic Frank Takahashi, whose pa Japan, and Sam Johnson ha since grade school. Now th from Palmtree High Scho encouraging Frank to look f the downtown business secti make more money, rather t lifeguard. "I've had a lot of trou downtown," Frank sai employers are hiring fellow faces like mine. Even the father's store turned me d there told me that the onl school graduates were department." Sam felt ashamed that this c come between them and t evening that prejudice was u Sam's father was upset and he liked Frank very muc against Japanese-Americans personally; however, he cou of hurting his business. " customers would stick w Frank?" he asked Sam. The student is to assume th complete one of the followin a. Prepare a list of five o counter-questions whic help change his father's (con

ISTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
C. (continued)		(continued) b. Develop a step-by-step plan of action involving himself and any other people from the home, school, or community which would influence the father's decision. Students may work individually or in small groups to illustrate their plan of action with a comic strip, graph, chart, outline, written plan, oral report, or panel presentation to share with the rest of the class. c. With another student, develop and tape record a conversation between Sam and his father which traces the development of a change in the father's decision. Arrange to play the tape for the class.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	C. (continued)		(continued) b. Develop a step-by-ste involving himself and from the home, scho which would influe decision. Students may work ind groups to illustrate th with a comic strip, gr written plan, oral presentation to share v class. c. With another student, record a conversation b father which traces th change in the father's c play the tape for the cla

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
. To develop a simple test for prejudice and to use this instrument for identifying and analyzing the nature of a person's prejudices	1. Have students form triads. Each triad is to develop five five-item multiple-choice questions intended to test the nature of one's prejudices. Review and analyze with the students the test questions presented by each triad. The purpose is to construct a simple multiple-choice test for prejudice agreeable to the entire class. Make copies of the final test for prejudice and have each student complete it. On the chalkboard tally the scores for each question for a class discussion analyzing the results. Use the following questions to guide you in your discussion: a. Are there some areas in which students in the class appear to be more prejudiced than others? Which areas? How do you account for this? How would your life be affected if everybody else had the same prejudices that you do? b. Are there some areas in which students in the class appear *not* to be prejudiced? Which areas? Why do you suppose this is so? c. Are there any areas in which you feel you were once prejudiced but have now become more open-minded? Which areas? What specific factors helped you to change? d. How can you overcome the prejudices you still have, as revealed in the test for prejudice? Do you *want* to change these prejudices? Why? Would it be harmful to you if you did not overcome these prejudices? How? 2. Have each student take several copies of the test for prejudice developed by the class and administer it to other students in the school. The purpose is to conduct a survey of the nature of prejudice among the student body in the school. OR (continued on next page)	1. Have students form groups of five, each choosing a different statement about the nature of prejudice from the list below. Each student is to justify, deny, or otherwise explain to the satisfaction of the others in his group the meaning of his statement as it relates to the nature of prejudice. His explanation must be developed until it is accepted and fully understood by the other students in his group. a. Everybody thinks he knows what prejudice is, but very few people are willing to say, "I am prejudiced." b. There is some prejudice in almost everyone. c. People who begin a statement with "I'm not prejudiced, but. . ." may be trying to excuse themselves for what they are about to say. d. People may be prejudiced without knowing they are. e. Prejudice is like an invisible wall. Even though one cannot see it, prejudice keeps people apart.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
II. (continued)	D. To develop a simple test for prejudice and to use this instrument for identifying and analyzing the nature of a person's prejudices	1. Have students form triads. Each triad is to develop five five-item multiple-choice questions intended to test the nature of one's prejudices. Review and analyze with the students the test questions presented by each triad. The purpose is to construct a simple multiple-choice test for prejudice agreeable to the entire class. Make copies of the final test for prejudice and have each student complete it. On the chalkboard tally the scores for each question for a class discussion analyzing the results. Use the following questions to guide you in your discussion: a. Are there some areas in which students in the class appear to be more prejudiced than others? Which areas? How do you account for this? How would your life be affected if everybody else had the same prejudices that you do? b. Are there some areas in which students in the class appear *not* to be prejudiced? Which areas? Why do you suppose this is so? c. Are there any areas in which you feel you were once prejudiced but have now become more open-minded? Which areas? What specific factors helped you to change? d. How can you overcome the prejudices you still have, as revealed in the test for prejudice? Do you *want* to change these prejudices? Why? Would it be harmful to you if you did not overcome these prejudices? How? 2. Have each student take several copies of the test for prejudice developed by the class and administer it to other students in the school. The purpose is to conduct a survey of the nature of prejudice among the student body in the school. OR (continued on next page)	1. Have students form gro choosing a different stateme of prejudice from the list be to justify, deny, or other satisfaction of the other meaning of his statement nature of prejudice. His e developed until it is a understood by the other st a. Everybody thinks he k is, but very few people am prejudiced." b. There is some prejudice c. People who begin a s not prejudiced, but. \ excuse themselves for to say. d. People may be prejud they are. e. Prejudice is like an though one cannot se people apart.

CTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
continued)	2. (continued) The students may want to administer the test and conduct the survey on the nature of prejudice among their parents or other adults in the community. Results could be tallied and presented as a study of the comparison of prejudice in the two groups, students and adults. An artistic student or a committee of students may illustrate the results of the survey in graphic form (chart, poster, or graph) to be put in the school newspaper or on the school bulletin board. 3. Lead a class discussion on the theme "Prejudice Can Be Overcome." Review the following powerful weapons against prejudice: a. Democracy: The Declaration of Independence says that "All men are created equal," meaning everybody, regardless of religion, race, or nationality. In addition, the Constitution of the United States protects the rights of all citizens, whether rich or poor, light-skinned or dark-skinned, etc. b. Religion: Religion opposes prejudice through its emphasis on human brotherhood. Religion does not say that there is a god for one skin color or characteristic and a different god for those of a different color. All of the great religions carry the same message, brotherhood and love. c. Science: Scientists have found nothing to support the idea that some races are genetically inferior or superior in intelligence. d. Law: In recent years the courts in the United States have taken a firm stand against prejudice. In 1954, the Supreme Court said that the maintenance of separate schools for white and Negro children was unconstitutional and ordered that all children go to school together. In 1964, the Civil Rights Act said that people could not be kept out of public places because of their race. In 1965, the Voting Rights Act helped make it possible for more Negroes to vote.	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	D. (continued)	2. (continued) The students may want to administer the test and conduct the survey on the nature of prejudice among their parents or other adults in the community. Results could be tallied and presented as a study of the comparison of prejudice in the two groups, students and adults. An artistic student or a committee of students may illustrate the results of the survey in graphic form (chart, poster, or graph) to be put in the school newspaper or on the school bulletin board. 3. Lead a class discussion on the theme "Prejudice Can Be Overcome." Review the following powerful weapons against prejudice: a. Democracy: The Declaration of Independence says that "All men are created equal," meaning everybody, regardless of religion, race, or nationality. In addition, the Constitution of the United States protects the rights of all citizens, whether rich or poor, light-skinned or dark-skinned, etc. b. Religion: Religion opposes prejudice through its emphasis on human brotherhood. Religion does not say that there is a god for one skin color or characteristic and a different god for those of a different color. All of the great religions carry the same message, brotherhood and love. c. Science: Scientists have found nothing to support the idea that some races are genetically inferior or superior in intelligence. d. Law: In recent years the courts in the United States have taken a firm stand against prejudice. In 1954, the Supreme Court said that the maintenance of separate schools for white and Negro children was unconstitutional and ordered that all children go to school together. In 1964, the Civil Rights Act said that people could not be kept out of public places because of their race. In 1965, the Voting Rights Act helped make it possible for more Negroes to vote.	

CTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
o examine the process of ormation of social titudes and values and the fects on the individual of rces outside the family.	1. The class should arrive at working definitions of the terms *social attitude* and *value.* 2. Review with the class the role of the family in the formation of social attitudes and values. 3. Ask the students to recall personal incidents regarding their school, church, neighborhood, financial condition, or court experiences, and explain how these environmental influences affected their social attitudes in terms of the following: a. individual perception of the incident b. extent and depth of the incident c. emotions aroused by the incident 4. Encourage the class to discuss the influence of the communications media upon the formation of social attitudes and values. (This area lends itself to an in-depth study of advertising.)	Present to the students a list of social attitudes and values that may be taught to the child in the home. Ask the students to compose a paragraph explaining how the school, church, community, and communications media may complement or modify attitudes and values learned by the child in the home.
o recognize the possiblity and reasons for conflict social attitude and values thin oneself.	1. Introduce the following sociological terms: a. looking-glass self b. idealized other self c. antisocial self Ask the class questions to elicit workable definitions for these terms. Sample questions to form definitions: Looking-glass self—Is there a difference between the way you normally view yourself and the manner in which you think other people see you? (continued on next page)	1. Ask the students to define each of the following sociological terms: a. looking-glass self b. idealized other self c. antisocial self and cite incidents in which they as individuals, exhibit the attitudes and values identified with each.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
III. An understanding of social problems and human conflict includes the study of social attitudes and values.	A. To examine the process of formation of social attitudes and values and the effects on the individual of forces outside the family.	1. The class should arrive at working definitions of the terms *social attitude* and *value.* 2. Review with the class the role of the family in the formation of social attitudes and values. 3. Ask the students to recall personal incidents regarding their school, church, neighborhood, financial condition, or court experiences, and explain how these environmental influences affected their social attitudes in terms of the following: a. individual perception of the incident b. extent and depth of the incident c. emotions aroused by the incident 4. Encourage the class to discuss the influence of the communications media upon the formation of social attitudes and values. (This area lends itself to an in-depth study of advertising.)	Present to the students a lis and values that may be taugh home. Ask the students to c explaining how the school, c and communications media r modify attitudes and values in the home.
	B. To recognize the possiblity of and reasons for conflict in social attitude and values within oneself.	1. Introduce the following sociological terms: a. looking-glass self b. idealized other self c. antisocial self Ask the class questions to elicit workable definitions for these terms. Sample questions to form definitions: Looking-glass self—Is there a difference between the way you normally view yourself and the manner in which you think other people see you?	1. Ask the students to define e sociological terms: a. looking-glass self b. idealized other self c. antisocial self and cite incidents in which exhibit the attitudes and va each.

(continued on next page)

TRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	1. (continued) Idealized other self—Is there a difference between the way you normally view yourself and the way you would like to be? Antisocial self—Are there times when you react negatively to other people and later think of the incident as not a true example of your behavior? 2. Ask the students to discuss whether attitudes and values are consistent with each of their "three selves." 3. Ask the students to suggest typical attitudes and values which may be associated with the following personality types: a. the manipulator who seeks power b. the professional "anti" c. the religious or political fanatic d. the aggressive or authoritarian personality e. the excessively fearful individual f. the sarcastic person 4. Ask the class to reexamine the personality types listed in Learning Activity 3 in terms of— a. a distorted perception of people, things, and reality; b. an emotional overreaction to certain incidents.	2. Instruct the students to compare in writing the behavioral effects that both the excessively aggressive person and the excessively defensive person have upon— a. themselves; b. the persons with whom they come in contact.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
III. (continued)	B. (continued)	1. (continued) Idealized other self—Is there a difference between the way you normally view yourself and the way you would like to be? Antisocial self—Are there times when you react negatively to other people and later think of the incident as not a true example of your behavior? 2. Ask the students to discuss whether attitudes and values are consistent with each of their "three selves." 3. Ask the students to suggest typical attitudes and values which may be associated with the following personality types: a. the manipulator who seeks power b. the professional "anti" c. the religious or political fanatic d. the aggressive or authoritarian personality e. the excessively fearful individual f. the sarcastic person 4. Ask the class to reexamine the personality types listed in Learning Activity 3 in terms of— a. a distorted perception of people, things, and reality; b. an emotional overreaction to certain incidents.	2. Instruct the students to con behavioral effects that bo aggressive person and the e person have upon— a. themselves; b. the persons with wh contact.

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
To examine alternate methods of seeking social change.	1. Develop a definition of *irrational.* 2. Through class discussion differentiate between violent and nonviolent attempts to effect social change. 3. Ask the students to discuss and explain the following: "I (believe, do not believe) that all individuals who have sought, or are seeking, to engage in revolutionary change can be considered irrational because. . ." The discussion may center around the following: a. Adolf Hitler b. George Washington c. Martin Luther King d. Charles Darwin e. Jesus f. Sigmund Freud g. Lenin h. Galileo i. Martin Luther j. John Brown k. Abraham Lincoln l. Robert E. Lee m. Gandhi 4. Ask the students to classify the individuals listed above as to the methods used in seeking social change.	Ask the students to select one of the social revolutionaries discussed in class and explain— a. how he is viewed by historians today; b. how he was viewed by his contemporaries; c. possible reasons for changes in viewpoints; d. whether or not he used violent methods.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
III. (continued)	C. To examine alternate methods of seeking social change.	1. Develop a definition of *irrational.* 2. Through class discussion differentiate between violent and nonviolent attempts to effect social change. 3. Ask the students to discuss and explain the following: "I (believe, do not believe) that all individuals who have sought, or are seeking, to engage in revolutionary change can be considered irrational because. . ." The discussion may center around the following: a. Adolf Hitler b. George Washington c. Martin Luther King d. Charles Darwin e. Jesus f. Sigmund Freud g. Lenin h. Galileo i. Martin Luther j. John Brown k. Abraham Lincoln l. Robert E. Lee m. Gandhi 4. Ask the students to classify the individuals listed above as to the methods used in seeking social change.	Ask the students to selec revolutionaries discussed in a. how he is viewed by his b. how he was viewed by c. possible reasons for ch d. whether or not he used

UCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
To identify and analyze some types of behavior and determine how they affect social relationships	1. Have students discuss and define *behavior traits*. 2. Ask students to examine Study Sheet No. 1, the chart entitled "Interpersonal Response Traits," and discuss traits which foster positive and negative human relations. 3. Ask students to identify possible situations in which behavior traits that are usually termed negative may be considered positive, and vice versa. 4. Pair students for role-playing. One student should select and act out a behavior trait he considers to be negative. The other student should try to maintain positive interaction. a. Ask the students to describe their inner feelings when they tried to maintain positive interaction. b. Evaluate some social consequences of negative behavior. 5. Ask each student to write six words describing traits of another student; then give the list to that student for comparison with his self-analysis. Ask the students to examine the discrepancies between how they view themselves, how they feel others would like them to be, and how their classmates actually see them. Students may then do the following: a. Describe their feelings when they recognized the discrepancies. b. Tell how they usually respond in such situations. c. List some ways of resolving these differences. 6. Ask each student to write six words which best describe the behavior traits he would like to see in an ideal person. Then have him list the changes he would make in desired behavior traits if this person were his best friend, his brother, his teacher, his mother or father, his date.	1. Present the following situations and ask students to respond as requested. Discussion may follow the evaluation if written responses are required. a. Your best friend is away for a long visit with relatives. You have written a letter to him (or her). Several weeks have gone by, and you are upset because you have not received an answer to your letter. You think your friend is angry with you. Actually your friend is not angry with you. List three possible reasons why your friend has not answered you letter. Remember, he is not angry with you. b. You applied for a job, such as bagging groceries or babysitting, by answering an ad in the paper. You did not get the job. List three possible reasons why you were not hired. (These should not be personal reasons.) c. Your aunt wrote to your parents, asking whether you or your older sister could accompany her and her daughter on a vacation trip. Your parents decide to send your sister. You are very upset and resentful; you think your parents were partial to your sister. List three possible reasons, not influenced by parental partiality, why they might send your sister instead of you. d. The senior class is presenting a play. As a senior and a member of the dramatic club, you had hoped to be selected for the lead, but you were not. You wonder angrily if the teacher has something against you. List three possible resons why she might be right in not choosing you for the lead in the play, even though she admires you and thinks you have real talent. (continued on page 26)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
IV. Interpersonal relationships are influenced by behavior traits and by role expectations, both of which are variable.	A. To identify and analyze some types of behavior and determine how they affect social relationships	1. Have students discuss and define *behavior traits.* 2. Ask students to examine Study Sheet No. 1, the chart entitled "Interpersonal Response Traits," and discuss traits which foster positive and negative human relations. 3. Ask students to identify possible situations in which behavior traits that are usually termed negative may be considered positive, and vice versa. 4. Pair students for role-playing. One student should select and act out a behavior trait he considers to be negative. The other student should try to maintain positive interaction. a. Ask the students to describe their inner feelings when they tried to maintain positive interaction. b. Evaluate some social consequences of negative behavior. 5. Ask each student to write six words describing traits of another student; then give the list to that student for comparison with his self-analysis. Ask the students to examine the discrepancies between how they view themselves, how they feel others would like them to be, and how their classmates actually see them. Students may then do the following: a. Describe their feelings when they recognized the discrepancies. b. Tell how they usually respond in such situations. c. List some ways of resolving these differences. 6. Ask each student to write six words which best describe the behavior traits he would like to see in an ideal person. Then have him list the changes he would make in desired behavior traits if this person were his best friend, his brother, his teacher, his mother or father, his date.	1. Present the following situati to respond as requested. Dis the evaluation if written res a. Your best friend is av with relatives. You hav him (or her). Several w and you are upset bec received an answer to think your friend is Actually your friend is List three possible reas has not answered you le is not angry with you. b. You applied for a jo groceries or babysitting. in the paper. You did n three possible reasons hired. (These should reasons.) c. Your aunt wrote to y whether you or your accompany her and n vacation trip. Your par your sister. You are resentful; you think partial to your sister. reasons, not influen partiality, why they mi instead of you. d. The senior class is pres senior and a member of you had hoped to be se but you were not. You the teacher has somethin three possible resons w right in not choosing y the play, even though sh thinks you have real tale (con

STUDY SHEET NO. 1

INTERPERSONAL RESPONSE TRAITS CHART*

e Primary Interpersonal Response Traits (One pole of each response trait is described in detail. The other pole is given in parentheses.)

ROLE DISPOSITIONS

ndance (social timidity) Defends his rights; does not mind being conspicuous; not self-reticent; self-assured; forcefully puts self forward.

minance (submissiveness) Assertive; self-confident; power-oriented; tough; strong-willed; order-giving or directive leader.

ial initiative (social passivity) Organizes groups; does not stay in background; makes suggestions at meetings; takes over leadership.

ependence (dependence) Prefers to do own planning, to work things out in own way; does not seek support or advice; emotionally self-sufficient.

SOCIOMETRIC DISPOSITIONS

epting of others (rejecting of others) Nonjudgmental in attitude toward others; permissive; believing and trustful; overlooks weakness and sees best in others.

iability (unsociability) Participates in social affairs; likes to be with people; outgoing.

endliness (unfriendliness) Genial, warm; open and approachable; approaches other persons easily; forms many social relationships.

mpathetic (unsympathetic) Concerned with the feelings and wants of others; displays kindly, generous behavior; defends underdog.

EXPRESSIVE DISPOSITIONS

Competitiveness (noncompetitiveness) Sees every relationship as a contest—others are rivals to be defeated; self-aggrandizing, non-cooperative.

Aggressiveness (nonagressiveness) Attacks others directly or indirectly; shows defiant resentment of authority; quarrelsome; negativistic.

Self-consciousness (social poise) Embarrassed when entering a room after others are seated; suffers excessively from stage fright; hesitates to volunteer in group discussions; bothered by people watching him at work; feels uncomfortable if different from others.

Exhibitionistic (self-effacing) Is given to excess and ostentation in behavior and dress; seeks recognition and applause; shows off and behaves queerly to attract attention.

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STUDY SHEET NO. 1

INTERPERSONAL RESPONSE TRAITS CHART*

Some Primary Interpersonal Response Traits (One pole of each response trait is described in detail. The other pole is given in parentheses.)

ROLE DISPOSITIONS

Ascendance (social timidity) Defends his rights; does not mind being conspicuous; not self-reticent; self-assured; forcefully puts self forward.

Dominance (submissiveness) Assertive; self-confident; power-oriented; tough; strong-willed; order-giving or directive leader.

Social initiative (social passivity) Organizes groups; does not stay in background; makes suggestions at meetings; takes over leadership.

Independence (dependence) Prefers to do own planning, to work things out in own way; does not seek support or advice; emotionally self-sufficient.

SOCIOMETRIC DISPOSITIONS

Accepting of others (rejecting of others) Nonjudgmental in attitude toward others; permissive; believing and trustful; overlooks weakness and sees best in others.

Sociability (unsociability) Participates in social affairs; likes to be with people; outgoing.

Friendliness (unfriendliness) Genial, warm; open and approachable; approaches other persons easily; forms many social relationships.

Sympathetic (unsympathetic) Concerned with the feelings and wants of others; displays kindly, generous behavior; defends underdog.

EXPRESSIVE DISPOSITIONS

Competitiveness (noncompetitiveness) Sees every relationship as a contest—others are rivals to be defeated; self-aggrandizing, non-cooperative.

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RUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	7. Ask the student to identify some undesirable behavior traits of a friend or acquaintance. Then have the student describe his feelings and reactions to this person when he associates with him.	1. (continued from page 24) e. Your club has selected a team to put on an exhibition of gymnastics, wrestling, or rescue work at the County Youth Fair. You were left off the team. You are angry because you think you should have been included. List three possible reasons why you were not selected. 2. Using Study Sheet No. 1, the Interpersonal Response Traits Chart, on the preceding page, students should categorize the traits under these three headings and defend their placement: Traits Which Encourage Social Relationships; Traits Which Discourage Social Relationships; Traits Which May Be Detrimental or Beneficial in Social Relationships, Depending upon the Situation and the Intensity of the Trait. 3. Presented the generalization concerning electricity that "like things repeal, and unlike things attract," students will write a position paper defending or refuting the statement as it applies to human relations.
To consider situational factors which may affect the perception and expectations of the individual	1. Changes in situational factors a. Have the class discuss whether or not changes in the following situational factors affect one's expectations of others: marital stutus, military service, individual philosophy of life, educational background. b. Discuss: To what degree can a person feel comfortable with the alterations in behavior of another as influenced by any of the situational factors above? c. Ask each student to describe an experience in which he did not know what was expected of him because of changes in situational factors. Ask him to describe feelings which were aroused during the experience and whether others might feel the same way if the situation were reversed.	1. Considering the factors of age, sex, education, and occupation, the students will discuss which have the most effect on how they see others, and which ones they think most affect the expectations others have of them. 2. Given the following groups, each student will rank the occupations within the groups according to which occupation he thinks requires the greatest application of good human relations. (Use a 1 to 5 scale, with 1 for the least and 5 for the greatest.) He should be able to justify his rankings.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
IV. (continued)	A. (continued)	7. Ask the student to identify some undesirable behavior traits of a friend or acquaintance. Then have the student describe his feelings and reactions to this person when he associates with him.	1. (continued from page 24) e. Your club has selected exhibition of gymnas rescue work at the C You were left off the t because you think yo included. List three po you were not selected. 2. Using Study Sheet No. Response Traits Chart, on r students should categorize tr three headings and defend Traits Which Encourage Sc Traits Which Discourage Sc Traits Which May Be Detrin in Social Relationships, De Situation and the Intensity o 3. Presented the generali electricity that "like things things attract," students wi paper defending or refuting applies to human relations.
	B. To consider situational factors which may affect the perception and expectations of the individual	1. Changes in situational factors a. Have the class discuss whether or not changes in the following situational factors affect one's expectations of others: marital stutus, military service, individual philosophy of life, educational background. b. Discuss: To what degree can a person feel comfortable with the alterations in behavior of another as influenced by any of the situational factors above? c. Ask each student to describe an experience in which he did not know what was expected of him because of changes in situational factors. Ask him to describe feelings which were aroused during the experience and whether others might feel the same way if the situation were reversed.	1. Considering the factors of a and occupation, the student have the most effect on ho and which ones they thin expectations others have of t 2. Given the following groups rank the occupations wi according to which occu requires the greatest applicat relations. (Use a 1 to 5 scale and 5 for the greatest.) He justify his rankings.

TRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	1. (continued) d. Divide the class into discussion groups. Each group should choose an organization such as a school, a military organization, a business, a social club, or a political club. The students may discuss the means these groups provide for changes in the situational factors of their members. The discussion groups should conduct research to determine how organizations maintain effective interpersonal relationships. Students should evaluate the effectiveness of the organization in providing for change in terms of level of morale, level of membership turnover, level of rule violation, and number of dropouts. 2. Socioeconomic position a. Using pictures, illustrations, or personal examples, explain how moving to a different socioeconomic position might affect a person's behavior traits. Consider the following situations: moving from a small dwelling to a large one, changing neighborhoods, changing social circles and activities, receiving a job promotion. b. Discuss the situations in terms of these questions: How does the move affect role expectations of the individuals involved? How are interpersonal relationships affected? What if the situation were reversed (moving from a large to a small dwelling, etc.)? 3. Age a. Ask each student to reflect upon some period of his life and list what each of the following persons expected of him at that particular age: parents or guardian, teachers, brothers and/or sisters, friends. (Use only the ones that apply.) b. Ask the students to compare the above expectations with what is being expected of them now by answering the following questions: To what degree have these expectations changed? What new expectations have been added? What old expectations have been dropped? (continued on next page)	2. (continued) *Group I* psychologist social worker teacher doctor waiter (waitress) *Group II* lab technician C.P.A. bookkeeper clerk-typist salesman *Group III* plumber carpenter electronics engineer airplane pilot supermarket manager *Group IV* personnel director policeman diplomat foreman author The teacher's evaluation of this assessment item should be based on the justification for the rankings rather than the rankings *per se*. This item may lead to a class discussion. 3. Present the following situations and ask students to list and discuss the factors which may have influenced the decision in each case. a. The teacher chose Joe to be the discussion leader in Group A. b. The football team picked John Smith to be captain. c. The county commissioner appointed Mr. Harry James to head the newly formed Human Relations Board. 4. Present the following list of factors which may be considered important in helping one arrive at legitimate expectations of others. Ask the students to describe separate situations in which each of the factors would be the most influential in determining role expectations. FACTORS: (continued on next page)

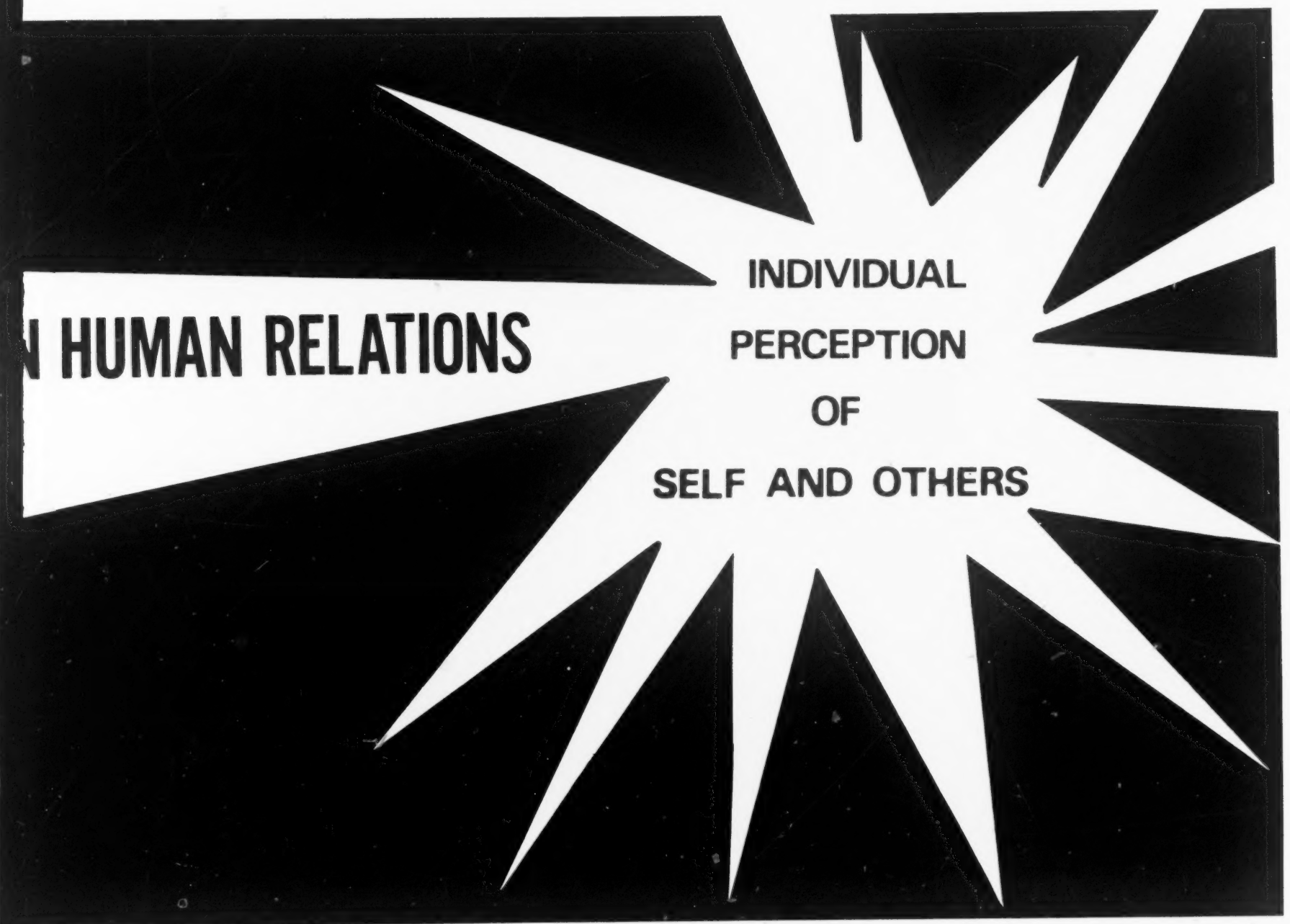
GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
IV. (continued)	B. (continued)	1. (continued) d. Divide the class into discussion groups. Each group should choose an organization such as a school, a military organization, a business, a social club, or a political club. The students may discuss the means these groups provide for changes in the situational factors of their members. The discussion groups should conduct research to determine how organizations maintain effective interpersonal relationships. Students should evaluate the effectiveness of the organization in providing for change in terms of level of morale, level of membership turnover, level of rule violation, and number of dropouts. 2. Socioeconomic position a. Using pictures, illustrations, or personal examples, explain how moving to a different socioeconomic position might affect a person's behavior traits. Consider the following situations: moving from a small dwelling to a large one, changing neighborhoods, changing social circles and activities, receiving a job promotion. b. Discuss the situations in terms of these questions: How does the move affect role expectations of the individuals involved? How are interpersonal relationships affected? What if the situation were reversed (moving from a large to a small dwelling, etc.)? 3. Age a. Ask each student to reflect upon some period of his life and list what each of the following persons expected of him at that particular age: parents or guardian, teachers, brothers and/or sisters, friends. (Use only the ones that apply.) b. Ask the students to compare the above expectations with what is being expected of them now by answering the following questions: To what degree have these expectations changed? What new expectations have been added? What old expectations have been dropped? (continued on next page)	2. (continued) *Group I* psychologist lat social worker C. teacher bo doctor cle waiter (waitress) sal *Group III* plumber pe carpenter po electronics engineer di airplane pilot fo supermarket manager au The teacher's evaluation of should be based on the rankings rather than the r item may lead to a class disc 3. Present the following situati to list and discuss the fact influenced the decision in e a. The teacher chose Joe leader in Group A. b. The football team pick captain. c. The county commissi Harry James to head Human Relations Boar 4. Present the following list o be considered important in legitimate expectations o students to describe separa each of the factors would b in determining role expec (con

CTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
ontinued)	3. (continued) c. Ask each student to prepare a time line chart to show three age periods in his life. On the chart, the student should list what others expected of him at each age. 4. Gender a. Ask each student to reflect on some period of his life and list what the following people expected of him because of his gender: parents or guardians, teachers, brothers and/or sisters, friends. (Use only the ones that apply.) b. Ask students to compare the above expectations with present expectations. Students should then list future expectations that they believe will be influenced by their gender. c. List on the chalkboard two headings: FUTURE EXPECTATIONS–MEN and FUTURE EXPECTATIONS–WOMEN. Ask the students to supply descriptions in each category. Compare and contrast the information. 5. Educational level a. Organize the students into groups of four and have them discuss what others might expect of them because of their education relative to the following: methods of solving problems, social conduct, selection of reading materials, leadership, and ability to communicate. b. Have each student complete the following sentences and discuss them: (1) People who are aware of my educational level expect me to. . . (2) People who are aware of my educational level do not expect me to. . . (3) I am aware of my own educational level; therefore, I expect myself to. . .	4. (continued) age, sex, family background, educational background, socioeconomic position, religious background, race, peer-group association.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
IV. (continued)	B. (continued)	3. (continued) c. Ask each student to prepare a time line chart to show three age periods in his life. On the chart, the student should list what others expected of him at each age. 4. Gender a. Ask each student to reflect on some period of his life and list what the following people expected of him because of his gender: parents or guardians, teachers, brothers and/or sisters, friends. (Use only the ones that apply.) b. Ask students to compare the above expectations with present expectations. Students should then list future expectations that they believe will be influenced by their gender. c. List on the chalkboard two headings: FUTURE EXPECTATIONS–MEN and FUTURE EXPECTATIONS–WOMEN. Ask the students to supply descriptions in each category. Compare and contrast the information. 5. Educational level a. Organize the students into groups of four and have them discuss what others might expect of them because of their education relative to the following: methods of solving problems, social conduct, selection of reading materials, leadership, and ability to communicate. b. Have each student complete the following sentences and discuss them: (1) People who are aware of my educational level expect me to. . . (2) People who are aware of my educational level do not expect me to. . . (3) I am aware of my own educational level; therefore, I expect myself to. . .	4. (continued) age, sex, family backgr background, socioeconomic background, race, peer-group

CTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
ontinued)	6. Occupation On the chalkboard, list certain occupations and ask the students to list their role expectations for each. Examples: clergyman, guidance counselor, teacher, park recreation director, businessman, carpenter, auto mechanic, pilot, politician, etc. Promote discussion by asking students to cite and discuss the factors which influenced their lists of expectations and to tell whether they think these people would agree with the students' expectations of them.	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT
IV. (continued)	B. (continued)	6. Occupation On the chalkboard, list certain occupations and ask the students to list their role expectations for each. Examples: clergyman, guidance counselor, teacher, park recreation director, businessman, carpenter, auto mechanic, pilot, politician, etc. Promote discussion by asking students to cite and discuss the factors which influenced their lists of expectations and to tell whether they think these people would agree with the students' expectations of them.	


N HUMAN RELATIONS
INDIVIDUAL
PERCEPTION
OF
SELF AND OTHERS

FACTORS IN HUMAN RELATIONS

INDIVIDUAL PERCEPTION OF SELF AND OTHERS

FACTORS IN HUMAN RELATIONS

INDIVIDUAL PERCEPTION OF SELF AND OTHERS

UNIT II. INDIVIDUAL PERCEPTION OF SELF AND OTHERS

OVERVIEW

FOCUS: Factors in Human Relations: Individual Perception of Self and Others

BROAD AIM: The learner demonstrates understanding of himself and others.

BROAD GOAL: The learner demonstrates understanding of himself, his personal beliefs and values, and his characteristic way of perceiving and reacting to other people and his environment.

GENERALIZATION: I. Through perception people receive impressions which affect their interpersonal relationships.

OBJECTIVES:

A. To conduct and discuss experiments designed to evaluate the perceptions formed by first impressions

B. To determine the extent to which attitudes are affected by the appearance and dress of others

C. To determine the degree to which an individual's perception is affected by racial, religious, educational, and/or socioeconomic stereotypes of both his own and other ethnic groups

D. To express and exhibit empathy and sensitivity to the needs of others through participation in role-playing situations

E. To analyze interpersonal relationships according to the motivational factors by which they are established

F. To recognize that individuals interpret the meaning of a situation in terms of their own perceptions of the event

GENERALIZATION: II. Through introspection and through the eyes of others one may know himself.

OBJECTIVES:

A. To examine oneself through introspection and through the eyes of others

B. To identify similarities and differences in the way a person perceives himself and the way he is perceived by others

C. To gain practice in self-revelation as a vehicle for self-understanding

GENERALIZATION: III. Effective interpersonal relationships require skill in accepting both criticism and positive regard from others.

OBJECTIVES:

A. To recognize that the act of criticism is generally viewed by the person being criticized as a threat to his self-concept and to identify and examine typical areas of criticism and reactions to it

B. To recognize that people have a basic need for positive regard from others and to identify situations in which individuals may experience approval and adequacy

C. To trace the effects of positive and negative experiences on interpersonal relationships

FACTORS IN HUMAN RELATIONS: INDIVIDUAL PERCEPTION OF SELF AND OTHERS

The learner demonstrates understanding of himself and others.

The learner demonstrates understanding of himself, his personal beliefs and values, and his characteristic way of perceiving and reacting to other people and his environment.

UCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
o conduct and discuss xperiments designed to valuate the perceptions rmed by first impressions	1. Make copies of paragraphs A and B in the boxes on the next page for distribution to the students. Ask them to read the paragraphs and imagine the persons described. Based on these mental images, the students should predict the following characteristics: a. mode of dress b. facial expressions c. hair style d. body structure e. speech (accent, tone, etc.) f. possible vocation Students should be able to justify their predictions. (continued on next page)	1. Have the students form small groups to discuss the validity of the following adages and try to arrive at a consensus: a. First impressions are lasting ones. b. Clothes make the man. c. Beauty is only skin deep. d. Pretty is as pretty does. e. You can't tell a book by its cover. f. Fat people are jolly people. Then have each group develop at least three generalizations about the relationship between first impressions and interpersonal relationships. Write on the chalkboard the list of generalizations, and ask each student to be prepared to reality-test one of the generalizations with someone he meets for the first time. Ask the students to share their feelings and impressions of the experience. 2. Students will identify factors which lead to reinforcement of, or change in, their first impressions of the following people: (continued on next page)

FOCUS:	FACTORS IN HUMAN RELATIONS: INDIVIDUAL PERCEPTION OF SELF AND OTHERS
SOCIAL STUDIES BROAD AIM:	The learner demonstrates understanding of himself and others.
SOCIAL STUDIES GOAL:	The learner demonstrates understanding of himself, his personal beliefs and values, and his characteristic way of perceiving an other people and his environment.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
I. Through perception people receive impressions which affect their interpersonal relationships.	A. To conduct and discuss experiments designed to evaluate the perceptions formed by first impressions	1. Make copies of paragraphs A and B in the boxes on the next page for distribution to the students. Ask them to read the paragraphs and imagine the persons described. Based on these mental images, the students should predict the following characteristics: a. mode of dress b. facial expressions c. hair style d. body structure e. speech (accent, tone, etc.) f. possible vocation Students should be able to justify their predictions. (continued on next page)	1. Have the students form sm the validity of the followin arrive at a consensus: a. First impressions are las b. Clothes make the man c. Beauty is only skin dee d. Pretty is as pretty doe e. You can't tell a book b f. Fat people are jolly pe Then have each group de generalizations about the first impressions and interp Write on the chalkb generalizations, and ask prepared to reality-t generalizations with someo first time. Ask the stud feelings and impressions of t 2. Students will identify fac reinforcement of, or cha impressions of the following (con

UCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	1. (continued) Paragraph A This man is warmhearted and honest. He has a good sense of humor and is intelligent and unbiased in his opinions. He is responsible and self-confident, with an air of refinement. Paragraph B This man is ruthless and brutal. He is extemely hostile, quick-tempered, and overbearing. He is well-known for his boorish and vulgar manner and is a very domineering and unsympathetic person. 2. Guide a discussion by asking the following questions: a. How can forming an impression of a person before meeting him affect your relationship with him? b. Which of the following sources do you consider most reliable in helping to form impressions of a person before you meet him? (1) printed materials (2) movies (biographical) (3) television (4) opinions of other people 3. Reinforce the concept that first impressions may not be formed under the best of circumstances and are often made without benefit of evidence. Ask the students to discuss several first-impression situations, such as a first date, a first day in class, a first interview, a first day on the job, etc. The students should relate such things as physiological changes (quickened heartbeat, dry throat, etc.). Discuss the effects these and other factors may have on the situation.	2. (continued) a. a classmate whom they had not previously known b. a classroom teacher

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	A. (continued)	1. (continued) Paragraph A This man is warmhearted and honest. He has a good sense of humor and is intelligent and unbiased in his opinions. He is responsible and self-confident, with an air of refinement. Paragraph B This man is ruthless and brutal. He is extemely hostile, quick-tempered, and overbearing. He is well-known for his boorish and vulgar manner and is a very domineering and unsympathetic person. 2. Guide a discussion by asking the following questions: a. How can forming an impression of a person before meeting him affect your relationship with him? b. Which of the following sources do you consider most reliable in helping to form impressions of a person before you meet him? (1) printed materials (2) movies (biographical) (3) television (4) opinions of other people 3. Reinforce the concept that first impressions may not be formed under the best of circumstances and are often made without benefit of evidence. Ask the students to discuss several first-impression situations, such as a first date, a first day in class, a first interview, a first day on the job, etc. The students should relate such things as physiological changes (quickened heartbeat, dry throat, etc.). Discuss the effects these and other factors may have on the situation.	2. (continued) a. a classmate whom they known b. a classroom teacher

UCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
continued)	4. Abraham S. Luchins, a social psychologist, conducted a number of studies on the relative importance of primacy and recency upon the formation of impressions of persons. In one of his studies, four groups of subjects were used (Groups A, B, C, and D). Group A was given the following paragraph, describing a person named Jim as being friendly and extroverted. Jim left the house to get some stationery. He walked out into the sun-filled street with two of his friends, basking in the sun as he walked. Jim entered the stationery store, which was full of people. Jim talked with an acquaintance while he waited for a clerk to catch his eye. On his way out, he stopped to chat with a school friend who was just coming into the store. On his way to the school, he met the girl to whom he had been introduced the night before. They talked for a short while, and then Jim left. Group B was given the following paragraph, which described Jim as behaving in a more introverted manner. After school, Jim left the classroom alone. Leaving the school, he started on his long walk home. The street was filled with sunshine. Jim walked down the street on the shady side. Coming down the street toward him, he saw the pretty girl whom he had met on the previous evening. Jim crossed the street and entered a candy store. The store was crowded with students, and he noticed a few familiar faces. Jim waited quietly until the counterman caught his eye and then gave his order. Taking a drink, he sat down at a side table. When he had finished his drink, he went home. Group C was given a combined description in which the A description preceded the B description. Group D was given a combined description in which the B description preceded the A description. (continued on next page)	3. Have the class discuss and compile several conclusions about the relationship between primacy and recency upon the formation of a person's impressions. Encourage the students to cite personal examples in support of their conclusions and identify and analyze the factors involved in their examples. 4. Lead the class in a brainstorming session to develop generalizations about the relationship between initiating (or not initiating) contact with another person and his response (or lack or response).

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
I. (continued)	A. (continued)	4. Abraham S. Luchins, a social psychologist, conducted a number of studies on the relative importance of primacy and recency upon the formation of impressions of persons. In one of his studies, four groups of subjects were used (Groups A, B, C, and D). Group A was given the following paragraph, describing a person named Jim as being friendly and extroverted. Jim left the house to get some stationery. He walked out into the sun-filled street with two of his friends, basking in the sun as he walked. Jim entered the stationery store, which was full of people. Jim talked with an acquaintance while he waited for a clerk to catch his eye. On his way out, he stopped to chat with a school friend who was just coming into the store. On his way to the school, he met the girl to whom he had been introduced the night before. They talked for a short while, and then Jim left. Group B was given the following paragraph, which described Jim as behaving in a more introverted manner. After school, Jim left the classroom alone. Leaving the school, he started on his long walk home. The street was filled with sunshine. Jim walked down the street on the shady side. Coming down the street toward him, he saw the pretty girl whom he had met on the previous evening. Jim crossed the street and entered a candy store. The store was crowded with students, and he noticed a few familiar faces. Jim waited quietly until the counterman caught his eye and then gave his order. Taking a drink, he sat down at a side table. When he had finished his drink, he went home. Group C was given a combined description in which the A description preceded the B description. Group D was given a combined description in which the B description preceded the A description. (continued on next page)	3. Have the class discuss conclusions about the primacy and recency upo person's impressions. Encou cite personal examples conclusions and identify an involved in their examples. 4. Lead the class in a brain develop generalizations ab between initiating (or no with another person and hi response).

UCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
continued)	4. (continued) Luchins came to the conclusion that the order in which material is presented has an influence on the person's perception of the situation. The first impression generally remains, even though other evidence is later presented which may be contrary to the first impression. Thus, we predict the behavior of a person based on the first impression. (Reprinted by permission of Yale University Press. Luchins, A.S. "Primacy and Recency of Impression Formation." In C.I. Hovland. (Ed.) *The Order of Presentation in Persuasion*, Vol. 1. New Haven, Conn.: Yale University Press, 1957.) Make copies of the paragraphs in the boxes. (See the suggestions below to determine the number of copies needed.) Divide the class into groups A, B, C, and D. a. Distribute to group A copies of the paragraph describing Jim as friendly and extroverted. Distribute to group B copies of the paragraph describing Jim as introverted. Distribute to group C copies of the paragraph describing Jim as friendly and extroverted and then copies describing Jim as introverted. Distribute to group D copies of the paragraph describing Jim as introverted and then copies describing Jim as friendly and extroverted. Allow time between readings in group C and group D. Do not give them copies of both paragraphs at the same time. b. Ask students in each group to write a paragraph giving their impressions of Jim and predicting his behavior in a variety of social situations. c. Appoint a person in each group to record the frequency with which extroverted or introverted characteristics are mentioned. d. Place responses on the chalkboard and discuss the number of responses from each group for the introverted and the extroverted characteristics. (continued on next page)	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	A. (continued)	4. (continued) Luchins came to the conclusion that the order in which material is presented has an influence on the person's perception of the situation. The first impression generally remains, even though other evidence is later presented which may be contrary to the first impression. Thus, we predict the behavior of a person based on the first impression. (Reprinted by permission of Yale University Press. Luchins, A.S. "Primacy and Recency of Impression Formation." In C.I. Hovland. (Ed.) *The Order of Presentation in Persuasion*, Vol. 1. New Haven, Conn.: Yale University Press, 1957.) Make copies of the paragraphs in the boxes. (See the suggestions below to determine the number of copies needed.) Divide the class into groups A, B, C, and D. a. Distribute to group A copies of the paragraph describing Jim as friendly and extroverted. Distribute to group B copies of the paragraph describing Jim as introverted. Distribute to group C copies of the paragraph describing Jim as friendly and extroverted and then copies describing Jim as introverted. Distribute to group D copies of the paragraph describing Jim as introverted and then copies describing Jim as friendly and extroverted. Allow time between readings in group C and group D. Do not give them copies of both paragraphs at the same time. b. Ask students in each group to write a paragraph giving their impressions of Jim and predicting his behavior in a variety of social situations. c. Appoint a person in each group to record the frequency with which extroverted or introverted characteristics are mentioned. d. Place responses on the chalkboard and discuss the number of responses from each group for the introverted and the extroverted characteristics. (continued on next page)	

NSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. (continued)	4. (continued) e. Conduct a discussion of the results. Take a sampling from the various groups and share the opinions of the groups with the entire class. 5. List different situations in which individuals might be observed, such as the home, the classroom, social affairs, sports events, and church activities. Ask the students to arrange the list in the order which they think is more revealing of the individual's personality. Have the students discuss why they arranged the items as they did. 6. Pairs of students should complete the following experiment. One student walks down the school corridor or the street and initiates no overt activity in meeting the first 25 people. With the next 25 people, he tries to catch the eyes of each person, but he does not speak. With the third group of 25 people, he greets everyone. The other student tallies the responses for each group of 25 people. Results are then tabulated and a brief summary is written by each team of students. Results usually indicate that 57% of the people respond when they are spoken to directly. When eye contact is initiated by the experimenter, 15% of the people respond. When the experimenter makes no overt expression or activity, only 1% of the people acknowledge his presence. (Note: This technique is taken from work done by the Nebraska Human Resources Research Foundation, William E. Hall, Director.)	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued	A. (continued)	4. (continued) e. Conduct a discussion of the results. Take a sampling from the various groups and share the opinions of the groups with the entire class. 5. List different situations in which individuals might be observed, such as the home, the classroom, social affairs, sports events, and church activities. Ask the students to arrange the list in the order which they think is more revealing of the individual's personality. Have the students discuss why they arranged the items as they did. 6. Pairs of students should complete the following experiment. One student walks down the school corridor or the street and initiates no overt activity in meeting the first 25 people. With the next 25 people, he tries to catch the eyes of each person, but he does not speak. With the third group of 25 people, he greets everyone. The other student tallies the responses for each group of 25 people. Results are then tabulated and a brief summary is written by each team of students. Results usually indicate that 57% of the people respond when they are spoken to directly. When eye contact is initiated by the experimenter, 15% of the people respond. When the experimenter makes no overt expression or activity, only 1% of the people acknowledge his presence. (Note: This technique is taken from work done by the Nebraska Human Resources Research Foundation, William E. Hall, Director.)	

JCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
o determine the extent to vhich attitudes are affected y the appearance and dress f others	Display pictures of people with varying dress and appearance. Ask the students to describe their impressions of the people in terms of these and similar questions: a. Would he make a good friend? Why or why not? b. Would I employ him for a good job? Why or why not? c. Would he be reliable? Justify your answer.	Present the situations listed below to the class. Ask the students to select two and express their reactions to each in one of the following ways: a. Draw a cartoon depicting the reaction you think the individual in the scene received. OR b. With a friend make a tape recording of the dialogue you think might take place between two observers. OR c. Construct a series of at least five questions that you would ask the individual involved to determine how he feels about himself in that situation. OR d. Write a letter to the editor of the local newspaper. Explain how you think that person's appearance and dress affected the attitudes of the other persons in the situation. Situation 1 A new Black student transfers from New York to your high school at midterm. He has an Afro hairstyle and is wearing a dashiki, bell-bottom slacks, sandals, and a large peace medallion. Situation 2 The usually conservatively dressed, eloquent, austere, middle-aged principal arrives at the spring formal dressed in a double-breasted Edwardian tuxedo and wearing patent leather shoes with big buckles. He greets you with, "Hey, man, what's happening?"

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	B. To determine the extent to which attitudes are affected by the appearance and dress of others	Display pictures of people with varying dress and appearance. Ask the students to describe their impressions of the people in terms of these and similar questions: a. Would he make a good friend? Why or why not? b. Would I employ him for a good job? Why or why not? c. Would he be reliable? Justify your answer.	Present the situations listed Ask the students to select t reactions to each in one of a. Draw a cartoon depict think the individual in OR b. With a friend make a ta dialogue you think between two observers. OR c. Construct a series of at that you would ask the to determine how he fe that situation. OR d. Write a letter to the newspaper. Explain h person's appearance an attitudes of the oth situation. Situation 1 A new Black student transfers your high school at midterm. He and is wearing a dashiki, bell-bo and a large peace medallion. Situation 2 The usually conservatively dresse middle-aged principal arrives at dressed in a double-breasted Ed wearing patent leather shoes wi greets you with, "Hey, man, what

TRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)		(continued) Situation 3 You are attending an end-of-school-year beach party. The quiet girl from your human relations class, whom you have never really noticed or spoken to, arrives wearing a very brief bikini. Situation 4 You are waiting in the living room to borrow an extra ten dollars from your parents for your New Year's Eve date. Your mother, who usually wears either a conservative shirtwaist dress or Bermuda shorts, enters the room. She is on her way to a costume party dressed as a Playboy Bunny.
To determine the degree to which an individual's perception is affected by racial, religious, educational, and socioeconomic sterotypes of both his own and other ethnic groups	1. Ask the students to observe– a. a friend or a stranger of *different* racial or ethnic background; b. a friend or stranger of the same racial or ethnic background. Students should describe the setting in which they made their observations, and list those factors or characteristics which gained their attention. 2. Guide a discussion by asking the following questions: a. What basic factors do you observe in persons who are of the same racial, religious, educational, and/or socioeconomic background as your own and in persons who are of a different racial, religious, educational, and/or socioeconomic background? Compare the similarities and differences for both groups. b. What do these factors mean to you? How do they affect your attitude toward the person? (continued on next page)	1. Have the students form small discussion groups and develop at least five generalizations which have the consensus of the group about the relationship between racial, religious, or socioeconomic stereotypes and individual perception. Each group should share its generalizations with the class in one of the following ways: a. by dramatization b. in pictorial form, such as a mural or comic strip c. in outline form, with supporting statements Ask the class to identify the generalizations presented by each group (especially in *a* and *b*). 2. Duplicate the generalizations developed in Assessment Item Number 1. Have the class discuss the validity of the generalizations. The students should cite examples of agreement or disagreement.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	B. (continued)		(continued) Situation 3 You are attending an end-of-scho The quiet girl from your human re you have never really noticed or wearing a very brief bikini. Situation 4 You are waiting in the living room ten dollars from your parents fo Eve date. Your mother, who usu conservative shirtwaist dress o enters the room. She is on her party dressed as a Playboy Bunny
	C. To determine the degree to which an individual's perception is affected by racial, religious, educational, and socioeconomic sterotypes of both his own and other ethnic groups	1. Ask the students to observe-- a. a friend or a stranger of *different* racial or ethnic background; b. a friend or stranger of the same racial or ethnic background. Students should describe the setting in which they made their observations, and list those factors or characteristics which gained their attention. 2. Guide a discussion by asking the following questions: a. What basic factors do you observe in persons who are of the same racial, religious, educational, and/or socioeconomic background as your own and in persons who are of a different racial, religious, educational, and/or socioeconomic background? Compare the similarities and differences for both groups. b. What do these factors mean to you? How do they affect your attitude toward the person? (continued on next page)	1. Have the students form sma and develop at least five ge have the consensus of th relationship between rac socioeconomic stereotyp perception. Each group generalizations with the cl following ways: a. by dramatization b. in pictorial form, such a strip c. in outline form, with su Ask the class to identify presented by each group (esp 2. Duplicate the generalizatio Assessment Item Number discuss the validity of the g students should cite exampl disagreement.

RUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	2. (continued) c. What do you think influences your way of observing these people? d. Are there personal factors within the individual or the environmental influences acting upon an individual which might affect his perception of others? If so, state and discuss those factors and influences. e. What is meant by the term *stereotype*? f. Are there stereotyped ways of looking at people who have racial, religious, educational, and/or socioeconomic background similar to yours? Are there sterotyped ways of looking at people with different racial, religious, educational, and/or socioeconomic backgrounds? How might these perceptions affect your relationships with either group? 3. Ask the class to identify some familiar stereotypes they have heard. List these on the board. Pair off students and ask them to discuss– a. some factors which contribute to the widespread belief in these stereotypes; and b. the lack of scientific evidence supporting these stereotypes. Tape record several of these discussions to replay later for the class. The students might include the following stereotypes: a. Blacks are inferior to whites. b. Whites are inferior to blacks. c. Women belong in the home.	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	C. (continued)	2. (continued) c. What do you think influences your way of observing these people? d. Are there personal factors within the individual or the environmental influences acting upon an individual which might affect his perception of others? If so, state and discuss those factors and influences. e. What is meant by the term *stereotype*? f. Are there stereotyped ways of looking at people who have racial, religious, educational, and/or socioeconomic background similar to yours? Are there sterotyped ways of looking at people with different racial, religious, educational, and/or socioeconomic backgrounds? How might these perceptions affect your relationships with either group? 3. Ask the class to identify some familiar stereotypes they have heard. List these on the board. Pair off students and ask them to discuss– a. some factors which contribute to the widespread belief in these stereotypes; and b. the lack of scientific evidence supporting these stereotypes. Tape record several of these discussions to replay later for the class. The students might include the following stereotypes: a. Blacks are inferior to whites. b. Whites are inferior to blacks. c. Women belong in the home.	

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
C. (continued)	3. (continued) d. Eighteen-year-olds are allowed to vote, the country will "go to pot." e. Negroes are lazy. f. Policemen are your friends. g. Blonds have more fun. h. If you're white, you're right. i. Orientals look alike. j. Indians belong on a reservation. k. Southerners are hospitable.	
D. To express and exhibit empathy and sensitivity to the needs of others through participation in role-playing situations	Using problem situations in interpersonal relationships, ask the students to engage in a role-playing situation to include the following: a. You invite a school friend of another racial or religious group into your home, knowing that your parents are prejudiced against this group. b. Your parents encourage you to persuade your best friend to go out on a date with your unattractive cousin who is visiting in your home. c. A person of another race invites you to the school prom. d. You are becoming friends with a classmate of a different racial group. You are invited for the first time to eat at your friend's home, and you accept with pleasure. Later your mother reminds you that the whole family has made plans for that evening. (continued on page 45)	Duplicate Work Sheet No. 1 for each student. (See next page.) Ask the students to form into groups of five or six to discuss how they would relate to the people in each of the situations given on the work sheet from the viewpoint of– a. a person who is empathetic and sensitive to the needs of others; b. a person who is unsympathetic and does not understand the needs of others. After completing their own charts, students in the small groups are to share and explain their responses in each situation. Then ask the students to form new groups of five or six and to share and justify their reactions to this group. Students may add to, revise, or eliminate material on their charts as a result of the interaction and exchange of ideas in the groups. (continued on page 45)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	C. (continued)	3. (continued) d. Eighteen-year-olds are allowed to vote, the country will "go to pot." e. Negroes are lazy. f. Policemen are your friends. g. Blonds have more fun. h. If you're white, you're right. i. Orientals look alike. j. Indians belong on a reservation. k. Southerners are hospitable.	
	D. To express and exhibit empathy and sensitivity to the needs of others through participation in role-playing situations	Using problem situations in interpersonal relationships, ask the students to engage in a role-playing situation to include the following: a. You invite a school friend of another racial or religious group into your home, knowing that your parents are prejudiced against this group. b. Your parents encourage you to persuade your best friend to go out on a date with your unattractive cousin who is visiting in your home. c. A person of another race invites you to the school prom. d. You are becoming friends with a classmate of a different racial group. You are invited for the first time to eat at your friend's home, and you accept with pleasure. Later your mother reminds you that the whole family has made plans for that evening. (continued on page 45)	Duplicate Work Sheet No. (See next page.) Ask the st groups of five or six to disc relate to the people in ea given on the work sheet fro a. a person who is empath the needs of others; b. a person who is unsy not understand the nee After completing their ow the small groups are to sha responses in each situation. Then ask the students to five or six and to shar reactions to this group. St revise, or eliminate materia result of the interaction and the groups. (c

WORKSHEET NO. 1

RECTIONS: Write on the chart below a response to each situation from the viewpoint of (a) a person who is empathetic and sensitive to the needs of others and (b) a person who is unsympathetic and not understanding of the needs of others.

	Empathetic and Sensitive to Needs of Others	*Unsympathetic and Not Understanding of Needs of Others*
n a severe inferiority		
n beaten and mugged ut lawlessness in the		
n-ager who is a close hat his community will least one week due to ghborhood.		
lassmate walking with oached by a group of st remark to him is, Vietnam where you		
tacks your date at a		

ote: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

WORKSHEET NO. 1

DIRECTIONS: Write on the chart below a response to each situation from the viewpoint of (a) a person who is empathetic and sensitive to the needs of others and (b) a person who is unsympathetic and not understanding of the needs of others.

Situations	*Empathetic and Sensitive to Needs of Others*	*Unsympathetic and Not Understanding of*
a. A classmate suffers from a severe inferiority complex.		
b. A classmate who has been beaten and mugged comments in class about lawlessness in the streets.		
c. A law-abiding, black teen-ager who is a close friend of yours tells you that his community will be under a curfew for at least one week due to recent incidents in his neighborhood.		
d. A patriotic, long-haired classmate walking with you on the street is approached by a group of senior citizens whose first remark to him is, "Why don't you go to Vietnam where you belong?"		
e. A stranger physically attacks your date at a party.		

(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
. (continued)	(continued from page 43) Suggested Films: *Anger At Work* *Control Your Emotions* *Personality and Emotions* (Available for teachers in the Dade County Public Schools through A-V Services.)	(continued from page 43) Use the revised individual student charts as a springboard for a class discussion on the effects of man's relationships to another individual and to environmental situations and events.
. Tc analyze interpersonal relationships according to the motivational factors by which they are established	1. Ask the student to list three relationships in which he is involved, such as friendship or membership in a club. For each relationship listed, the student should state what influenced his decision to enter into that relationship. 2. Show the students a picture of a heterogeneous group of people. Characteristics such as age, race, gender, occupation, and religion should be depicted in a variety of combinations. Ask the students to identify two or more groups present in the picture and analyze the base for their groupings. On the chalkboard make a chart depicting the frequency with which each type of grouping is used (i.e., age and occupation, race and gender, race alone, etc.) 3. Pair students to role-play the situations listed below. (P and O represent two people.) a. P and O feel threatened by the same person (teacher, principal, policeman, other student). b. A Negro (P) enters a social group and immediately recognizes the presence of another Negro (O). c. P, interested in hot cars, sees O working on a car. d. P (black) and O (white) are both interested in the same hobby: stamp collection, model cars, etc. (continued on next page)	1. Ask the students to analyze the degree to which the social climate of their school reflects groupings based upon the factors listed below: a. race b. religion c. gender d. intellectual abilities e. socioeconomic background Students may demonstrate this by making a chart or graph, drawing a cartoon or comic strip, composing a song or poem, or writing a report. 2. Students should then write a short statement in which they explain the degree to which their own interpersonal relationships are affected by the same or similar factors.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	D. (continued)	(continued from page 43) Suggested Films: *Anger At Work* *Control Your Emotions* *Personality and Emotions* (Available for teachers in the Dade County Public Schools through A-V Services.)	(continued from page 43) Use the revised individual springboard for a class discu of man's relationships to an to environmental situations a
	E. To analyze interpersonal relationships according to the motivational factors by which they are established	1. Ask the student to list three relationships in which he is involved, such as friendship or membership in a club. For each relationship listed, the student should state what influenced his decision to enter into that relationship. 2. Show the students a picture of a heterogeneous group of people. Characteristics such as age, race, gender, occupation, and religion should be depicted in a variety of combinations. Ask the students to identify two or more groups present in the picture and analyze the base for their groupings. On the chalkboard make a chart depicting the frequency with which each type of grouping is used (i.e., age and occupation, race and gender, race alone, etc.) 3. Pair students to role-play the situations listed below. (P and O represent two people.) a. P and O feel threatened by the same person (teacher, principal, policeman, other student). b. A Negro (P) enters a social group and immediately recognizes the presence of another Negro (O). c. P, interested in hot cars, sees O working on a car. d. P (black) and O (white) are both interested in the same hobby: stamp collection, model cars, etc. (continued on next page)	1. Ask the students to analyze the social climate of th groupings based upon the f a. race b. religion c. gender d. intellectual abilities e. socioeconomic backgro Students may demonstrate chart or graph, drawing a ca composing a song or poem. 2. Students should then write which they explain the de own interpersonal relationsh the same or similar factors.

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
. (continued)	3. (continued) After each role-playing situation, let participants lead a discussion and analysis of their scene to arrive at generalizations about interpersonal relationships based on age, profession, race, interests, etc. 4. The activities listed below are designed to encourage the students to examine this concept: P is dissimilar to O; this induces P to dislike O. Therefore, P tends to dislike a person different from himself. a. Ask each student to list six factors which emphasize the differences that exist between him and someone else. b. Ask the students to discuss or write about their understanding of, and feelings about, these differences. c. Elicit further discussion through the following questions: (1) Which differences are you willing to respect? Why? (2) Which differences are you willing to discuss freely? Why? On which ones will you tolerate little or no discussion? Why? 5. Direct the students, through the following questions, to discuss the possibility that P, who is different from O, will grow to like O through interaction. a. What type of contact between P and O is most conducive to friendship? Why? b. What type of contact between P and O is least conducive to friendship? Why? c. To what degree do you think that P's attitude or liking for O will be carried over to the people who are similar to O? Why?	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
I. (continued)	E. (continued)	3. (continued) After each role-playing situation, let participants lead a discussion and analysis of their scene to arrive at generalizations about interpersonal relationships based on age, profession, race, interests, etc. 4. The activities listed below are designed to encourage the students to examine this concept: P is dissimilar to O; this induces P to dislike O. Therefore, P tends to dislike a person different from himself. a. Ask each student to list six factors which emphasize the differences that exist between him and someone else. b. Ask the students to discuss or write about their understanding of, and feelings about, these differences. c. Elicit further discussion through the following questions: (1) Which differences are you willing to respect? Why? (2) Which differences are you willing to discuss freely? Why? On which ones will you tolerate little or no discussion? Why? 5. Direct the students, through the following questions, to discuss the possibility that P, who is different from O, will grow to like O through interaction. a. What type of contact between P and O is most conducive to friendship? Why? b. What type of contact between P and O is least conducive to friendship? Why? c. To what degree do you think that P's attitude or liking for O will be carried over to the people who are similar to O? Why?	

RUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	6. List on the chalkboard a sampling of reasons students gave for establishing relationships. Ask students to categorize the reasons. Guide the discussion so that categories include proximity and common interests.	
To recognize that individuals interpret the meaning of situations in terms of their own perceptions of the event	1. Ask three students to participate in a role-playing experiment. Before class, tell two students to engage in a conversation of their own choice at the front of the class. Then tell the third student to walk by and push one of the students who is talking. Ask the class members to observe the interaction carefully. They will report and analyze their perceptions of it. Have a student record on the chalkboard the different perceptions. Use the following questions to guide the discussion: a. Is there consensus as to what transpired? Why or why not? b. How did the following factors influence your perception of the event? (1) past experiences (2) expectations for the future (3) role expectancy (4) sex of the individuals (5) age of the individuals (6) race of the individuals (7) locale (8) status of persons involved (9) family influence 2. Present for discussion the following incidents in which O and P represent two different people: a. A person (O), accidentally caused an incident (X), but did not mean to do so. (For example, O picked up P's textbook by mistake, thinking that it was his own.)	1. Have the students agree to watch the same commercial on a TV program. Ask the students to write three or four sentences describing their perceptions of what happened. In small committees the next day, the students should compare their individual perceptions of the action. Then ask students to write a group evaluation of the TV commercial clearly distinguishing between their *perceptions* of what occurred and the *facts* of what actually occurred. 2. Given the following situations, students will identify possible perceived intentions that would cause the beneficiary to reject a benefiting gesture. a. John, a semi-invalid, refused the help of Ed, who offered to assist him up the staircase. b. Will, an unskilled laborer on a construction site, was often given sodas and pastries by the skilled laborers when the catering truck came upon the site. One morning Will offered to buy sodas and pastries for them. They refused his offer. c. Mary, who had always helped Fred when he was in need, was recently told by Fred, when she offered her assistance, "Stay away and don't bother me."

(continued on next page)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	E. (continued)	6. List on the chalkboard a sampling of reasons students gave for establishing relationships. Ask students to categorize the reasons. Guide the discussion so that categories include proximity and common interests.	
	F. To recognize that individuals interpret the meaning of situations in terms of their own perceptions of the event	1. Ask three students to participate in a role-playing experiment. Before class, tell two students to engage in a conversation of their own choice at the front of the class. Then tell the third student to walk by and push one of the students who is talking. Ask the class members to observe the interaction carefully. They will report and analyze their perceptions of it. Have a student record on the chalkboard the different perceptions. Use the following questions to guide the discussion: a. Is there consensus as to what transpired? Why or why not? b. How did the following factors influence your perception of the event? (1) past experiences (2) expectations for the future (3) role expectancy (4) sex of the individuals (5) age of the individuals (6) race of the individuals (7) locale (8) status of persons involved (9) family influence 2. Present for discussion the following incidents in which O and P represent two different people: a. A person (O), accidentally caused an incident (X), but did not mean to do so. (For example, O picked up P's textbook by mistake, thinking that it was his own.)	1. Have the students agree to commercial on a TV progra to write three or four senten perceptions of what ha committees the next day, compare their individual action. Then ask students to write a the TV commercial clea between their *perceptions* o the *facts* of what actually oc 2. Given the following situat identify possible perceived in cause the beneficiary to gesture. a. John, a semi-invalid, Ed, who offered to staircase. b. Will, an unskilled labor site, was often given so the skilled laborers wh came upon the site. offered to buy sodas a They refused his offer. c. Mary, who had always he was in need, was rec when she offered he away and don't bother

(continued on next page)

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
F. (continued)	2. (continued) b. O caused X, but P did not realize it. (For example, O picked up P's textbook, but P did not know this.) c. O accidentally caused X, and P thinks he did it intentionally. (For example, O accidentally took P's book, and P thinks he did it on purpose.) d. O did not cause X, but P thinks he did. (O did not take P's book, but P thinks O did.) Elicit discussion through the following questions: a. How do you determine whether another person intended to cause X, which affected you? b. How do you arrive at the conclusion that O caused X to happen intentionally when he says that X was an accident? c. How do you think people arrive at the conclusion that another person caused X when they do not know for sure? 3. Ask the students to consider the incidents from Learning Activity 1. This time the main emphasis should be on the relationship between P and O. Challenge the students' perception of each incident by asking the following questions: Would you change your reaction to the incident if– a. P liked O? b. P disliked O? c. P knew O? d. P didn't know O?	3. Present the following quotations. Ask the students to list the possible emotions felt by the benefactor, the beneficiary, and both. a. "It is more blessed to give than receive." –New Testament, Acts 20:35 b. "Benefits are pleasing up to the point when they seem capable of requital; when they far exceed that possibility, hatred is returned instead of gratitude." –Tacitus, *Annals,* Book 4, 18 c. "A benefit cited by way of reproach becomes always equivalent to an offense." –Racine On the chalkboard copy the diagram below. Brainstorm with the class to arrive at appropriate entries. Lead a discussion comparing similarities and differences in listed reactions. **Emotions Felt by Benefactor / Emotions Felt by Beneficiary / Emotions felt by Both** New Testament Tacitus Racine

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	F. (continued)	2. (continued) b. O caused X, but P did not realize it. (For example, O picked up P's textbook, but P did not know this.) c. O accidentally caused X, and P thinks he did it intentionally. (For example, O accidentally took P's book, and P thinks he did it on purpose.) d. O did not cause X, but P thinks he did. (O did not take P's book, but P thinks O did.) Elicit discussion through the following questions: a. How do you determine whether another person intended to cause X, which affected you? b. How do you arrive at the conclusion that O caused X to happen intentionally when he says that X was an accident? c. How do you think people arrive at the conclusion that another person caused X when they do not know for sure? 3. Ask the students to consider the incidents from Learning Activity 1. This time the main emphasis should be on the relationship between P and O. Challenge the students' perception of each incident by asking the following questions: Would you change your reaction to the incident if– a. P liked O? b. P disliked O? c. P knew O? d. P didn't know O?	3. Present the following qu students to list the possible benefactor, the beneficiary, a. "It is more blessed to g –New Testament, A b. "Benefits are pleasing u they seem capable of far exceed that po returned instead of grat –Tacitus, *Annals*, B c. "A benefit cited by becomes always equiva On the chalkboard copy Brainstorm with the cl appropriate entries. Lead a d similarities and differences i Emotions Felt by Benefactor | Em Fe Be New Testament | Tacitus | Racine |

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
. (continued)	3. (continued) Ask the students to form into groups of three to compare their responses in this activity. Based on the discussion, ask the triads to write one or more general statements about the relationship between a person's intended behavior and the receiving person's perception of that behavior. Share these statements with the entire class. 4. Ask the students to react to the following questions based on their perception of another's behavior toward them. a. How do you feel or react toward a benefiting person when you think that he helped you for the following reasons? (1) He was ordered to do so. (2) He was trying to obligate you to him. (3) He was trying to please someone else. (4) He did it to relieve his conscience. (5) He did it to please you. b. How do you feel or react toward a benefiting person when you think the good will of the person is one of the following? (1) a whim (2) displaced affection (3) honest sentiment that the person feels toward you c. How do you feel or react toward a benefiting person when you think that the person's benefiting atttitude is part of his personality (i.e., he is a kind person)? 5. Ask the students to discuss the situations listed below in which one person might reject a benefiting act from another. Class members may tell related personal experiences to illustrate the situations. a. A person rejects a benefiting act because help means lack of recognition of ability. (continued on next page)	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	F. (continued)	3. (continued) Ask the students to form into groups of three to compare their responses in this activity. Based on the discussion, ask the triads to write one or more general statements about the relationship between a person's intended behavior and the receiving person's perception of that behavior. Share these statements with the entire class. 4. Ask the students to react to the following questions based on their perception of another's behavior toward them. a. How do you feel or react toward a benefiting person when you think that he helped you for the following reasons? (1) He was ordered to do so. (2) He was trying to obligate you to him. (3) He was trying to please someone else. (4) He did it to relieve his conscience. (5) He did it to please you. b. How do you feel or react toward a benefiting person when you think the good will of the person is one of the following? (1) a whim (2) displaced affection (3) honest sentiment that the person feels toward you c. How do you feel or react toward a benefiting person when you think that the person's benefiting atttitude is part of his personality (i.e., he is a kind person)? 5. Ask the students to discuss the situations listed below in which one person might reject a benefiting act from another. Class members may tell related personal experiences to illustrate the situations. a. A person rejects a benefiting act because help means lack of recognition of ability. (continued on next page)	

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
F. (continued)	5. (continued) b. A person rejects another's benefiting act because help implies pity. c. A person rejects another's benefiting act because it means that the beneficiary is considered an equal to his benefactor. 6. Duplicate and distribute to students Study Sheet No. 2 (see next page) and ask them to consider the adages from the viewpoint of both strong and weak benefactors and beneficiaries. Discuss their written reactions and try to reach generalizations about their ideas.	
A. To examine oneself through introspection and through the eyes of others	1. Ask the students to define the term *introspection.* 2. Promote class discussion through a consideration of some current trends, such as the following, which will help the students determine methods that might be used for purposes of introspection. a. rising popularity of meditation (an integral part of Eastern philosophy and religion) b. increasing curiosity about human behavior c. understanding the basic thoughts, values, morals, and attitudes currently adhered to and exhibited in our daily behavior d. reserving on a regular basis certain periods of time for thinking e. evaluating on a personal level our present associates, academic and family social activities, goals, and purposes in life	1. Ask the students to justify in writing one of the statements listed below: a. The hardest job one has is seeing himself as he is. b. The hardest job one has is accepting himself as he is. 2. Ask the students to interpret the following quotation: "If I am not for myself, who will be? If I am only for myself, what am I? If not now, when?" —from the Talmud 3. List the following statements and ask the students to defend or refute them in writing and later in discussion. a. When one becomes aware of his own limitations, he will feel more kindly toward the limitations of other people. b. Until one accepts himself, he cannot expect others to accept him.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	F. (continued)	5. (continued) b. A person rejects another's benefiting act because help implies pity. c. A person rejects another's benefiting act because it means that the beneficiary is considered an equal to his benefactor. 6. Duplicate and distribute to students Study Sheet No. 2 (see next page) and ask them to consider the adages from the viewpoint of both strong and weak benefactors and beneficiaries. Discuss their written reactions and try to reach generalizations about their ideas.	
II. Through introspection and through the eyes of others, one may know himself.	A. To examine oneself through introspection and through the eyes of others	1. Ask the students to define the term *introspection.* 2. Promote class discussion through a consideration of some current trends, such as the following, which will help the students determine methods that might be used for purposes of introspection. a. rising popularity of meditation (an integral part of Eastern philosophy and religion) b. increasing curiosity about human behavior c. understanding the basic thoughts, values, morals, and attitudes currently adhered to and exhibited in our daily behavior d. reserving on a regular basis certain periods of time for thinking e. evaluating on a personal level our present associates, academic and family social activities, goals, and purposes in life	1. Ask the students to justify i statements listed below: a. The hardest job one ha he is. b. The hardest job one himself as he is. 2. Ask the students to inter quotation: "If I am not for myself, w only for myself, what am I? —from the Talmu 3. List the following statem students to defend or refute later in discussion. a. When one becomes limitations, he will feel the limitations of other b. Until one accepts himse others to accept him.

STUDY SHEET NO. 2

IRECTIONS: Consider each adage below from the point of view of both strong and weak benefactors and beneficiaries; write your reactions in the spaces provided.

Adage	Viewpoint of Strong Benefactor	Viewpoint of Weak Benefactor	Viewpoint of Strong Beneficiary	Viewpoint of Weak Beneficiary
ful is sometimes less to blame				
itude of sins.				
old.				
men is merely a secret desire fits.				
s show the man. We find that ess is not necessarily kind.				
body praises nobody.				
in the mouth.				

(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

STUDY SHEET NO. 2

DIRECTIONS: Consider each adage below from the point of view of both strong and weak benefactors and beneficiaries; write your reactions in the spaces provided.

Adage	Viewpoint of Strong Benefactor	Viewpoint of Weak Benefactor	Viewpoint of Strong Beneficiary	Vie
1. A man who is ungrateful is sometimes less to blame than his benefactor.				
2. Charity creates a multitude of sins.				
3. Gratitude soon grows old.				
4. The gratitude of most men is merely a secret desire to receive greater benefits.				
5. Actions do not always show the man. We find that one who does a kindness is not necessarily kind.				
6. He who praises everybody praises nobody.				
7. Don't look a gift horse in the mouth.				

(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	3. Ask each student to list, in order of priority, five physical characteristics, attitudes, and dispositions which best describe himself. Example: physical characteristics—thin, tall; attitude—stuck-up, wise-guy; disposition—friendly, honest. Ask the students to explain their reasons for the ranking. Then encourage discussion based upon the following questions: a. How did you become aware that you possessed the listed qualities? b. How does it make you feel to know that you possess those qualities? c. Is is possible to identify the people and experiences which contributed to your disposition or to your personality? If so, which people and experiences affected you? How? 4. Elicit discussion through the following questions: a. How do you feel about someone who tries to understand himself? b. Do you think this is representative of a healthy personality? c. What do you think the term "getting it together" means? d. To what degree do you accept the idea that the emotionally healthy person is one who truly understands and feels comfortable with himself? e. Is it beneficial to be able to anticipate your own behavior? 5. Ask each student to write his personal philosophy of life, to be entitled "Who Am I?" Include discussions of how and why he lives his life the way he does.	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	A. (continued)	3. Ask each student to list, in order of priority, five physical characteristics, attitudes, and dispositions which best describe himself. Example: physical characteristics–thin, tall; attitudes–stuck-up, wise-guy; disposition–friendly, honest. Ask the students to explain their reasons for the ranking. Then encourage discussion based upon the following questions: a. How did you become aware that you possessed the listed qualities? b. How does it make you feel to know that you possess those qualities? c. Is is possible to identify the people and experiences which contributed to your disposition or to your personality? If so, which people and experiences affected you? How? 4. Elicit discussion through the following questions: a. How do you feel about someone who tries to understand himself? b. Do you think this is representative of a healthy personality? c. What do you think the term "getting it together" means? d. To what degree do you accept the idea that the emotionally healthy person is one who truly understands and feels comfortable with himself? e. Is it beneficial to be able to anticipate your own behavior? 5. Ask each student to write his personal philosophy of life, to be entitled "Who Am I?" Include discussions of how and why he lives his life the way he does.	

NSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. (continued)	6. Students may discuss the implications of the following popular generalizations: a. You must love yourself before you can love someone else. b. You must first know and be relatively comfortable with yourself before you can give of yourself to others. 7. Elicit discussion by asking the students to answer the following: Do you possess any physical features that you prefer to have ignored when you are described by each of the following: a. a family member b. a friend c. someone from another racial group d. a classmate or casual acquaintance e. an adult in position of authority (i.e., teacher or principal) 8. Ask the students to list four words which their friends use to describe them, and initiate a discussion revolving around the following: a. What traits or qualities do you prefer to have others recognize in you? Why? b. How do you react when friends or acquaintances observe qualities in you which you think you do not possess? c. If others should get to know you over a period of time, do you feel that there would be a change in what they observed from the initial meeting? Why?	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	A. (continued)	6. Students may discuss the implications of the following popular generalizations: a. You must love yourself before you can love someone else. b. You must first know and be relatively comfortable with yourself before you can give of yourself to others. 7. Elicit discussion by asking the students to answer the following: Do you possess any physical features that you prefer to have ignored when you are described by each of the following: a. a family member b. a friend c. someone from another racial group d. a classmate or casual acquaintance e. an adult in position of authority (i.e., teacher or principal) 8. Ask the students to list four words which their friends use to describe them, and initiate a discussion revolving around the following: a. What traits or qualities do you prefer to have others recognize in you? Why? b. How do you react when friends or acquaintances observe qualities in you which you think you do not possess? c. If others should get to know you over a period of time, do you feel that there would be a change in what they observed from the initial meeting? Why?	

CHART NO. 1

Purkey Modification of Combs and Super Scale for Inferring Self-Concept*

_____
Name of student to be evaluated

ON OF SELF:			HIS PERCEPTION OF SELF AS HE RELATES TO OTHERS:							HIS PERCEPTION OF OTHERS:						
___	___	Inadequate	Unimportant	___	___	___	___	___	Important	Friendly	___	___	___	___	___	Hostile
2	1			1	2	3	4	5			5	4	3	2	1	
___	___	Able	Liked	___	___	___	___	___	Unliked	Incapable	___	___	___	___	___	Capable
4	5			5	4	3	2	1			1	2	3	4	5	
___	___	Not trustworthy	Alienated from	___	___	___	___	___	Identified with	Trustworthy	___	___	___	___	___	Not trustworthy
2	1			1	2	3	4	5			5	4	3	2	1	
___	___	Attractive	Trustworthy	___	___	___	___	___	Not trustworthy	Hindering	___	___	___	___	___	Helpful
4	5			5	4	3	2	1			1	2	3	4	5	
___	___	Fearful	Not copying	___	___	___	___	___	Copying	Satisfying	___	___	___	___	___	Dangerous
2	1			1	2	3	4	5			5	4	3	2	1	

F SELF SCORE _____
gh of 25)

SELF RELATING TO OTHERS SCORE _____
(Possible high of 25)

STUDENT'S PERCEPTION OF OTHERS SCORE _____
(Possible high of 25)

TOTAL SCORE _____

69-4

William W. Purkey for permission to reprint his scale from *The Search for Self: Evaluating Self-Concepts.* The Florida Educational Research and
er, 1968.

hich may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

CHART NO. 1

Purkey Modification of Combs and Super Scale for Inferring Self-Concept*

_____
Name of student to be evaluated

HIS PERCEPTION OF SELF:

Adequate	5	4	3	2	1	Inadequate
Unable	1	2	3	4	5	Able
Trustworthy	5	4	3	2	1	Not trustworthy
Unattractive	1	2	3	4	5	Attractive
Open to new experience	5	4	3	2	1	Fearful

PERCEPTION OF SELF SCORE _____
(Possible high of 25)

HIS PERCEPTION OF SELF AS HE RELATES TO OTHERS:

Unimportant	1	2	3	4	5	Important
Liked	5	4	3	2	1	Unliked
Alienated from	1	2	3	4	5	Identified with
Trustworthy	5	4	3	2	1	Not trustworthy
Not copying	1	2	3	4	5	Copying

SELF RELATING TO OTHERS SCORE _____
(Possible high of 25)

HIS PERCEPTION OF OTHERS

Friendly	5	4	3	2	1	Ho
Incapable	1	2	3	4	5	Cap
Trustworthy	5	4	3	2	1	No
Hindering	1	2	3	4	5	Hel
Satisfying	5	4	3	2	1	Dan

STUDENT'S PERCEPTION OF OTHERS S
(Possible high of 25)

TOTAL SCORE _____

*Appreciation is extended to William W. Purkey for permission to reprint his scale from *The Search for Self: Evaluating Self-Concepts.* The Florida Educational Resear Development Council. Summer, 1968.

(Note: A copy of this chart which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. (continued)	9. Ask each student to prepare a description of (a) himself as perceived by someone who dislikes him and (b) himself as perceived by someone who likes him. Have the students form small discussion groups, exchange papers, and analyze the similarities and differences in the descriptions. 10. "The Purkey Modification of Combs and Super Scale for Inferring Self-Concept" (1963), Chart No. 1, (see preceding page) assists a person in evaluating how he perceives— a. himself; b. his relationships with others; c. others. Give each student a copy of the scale and ask him to complete it in respect to himself by placing an X in the appropriate spaces. (Rating Scale 1-5; 1 is low and 5 is superior.)	
B. To identify similarities and differences in the way a person perceives himself and the way he is perceived by others	On the chalkboard copy the following chart: HOW I SEE MYSELF a. I am (as I see myself) _____. b. I am (as I think others see me) _____. c. I am (as I would like to be) _____. d. You are (as I see you) _____. e. You would like to be (as I see you) _____. Ask the students to copy and complete the first three sentences by writing two or three adjectives describing themselves in each category. (continued on next page)	Individually or in groups, the students are to complete one of the following four activities: a. Draw a cartoon or comic strip, or prepare a bulletin board display illustrating how self-concept affects the behavior of oneself and others. OR b. Construct and duplicate for the class a crossword puzzle which uses the processes and vocabulary involved in identifying one's self-concept. OR c. Plan and perform a skit (radio or TV) involving two incidents which demonstrate the effects of self-concept on behavior. One incident should illustrate how a (continued on next page)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	A. (continued)	9. Ask each student to prepare a description of (a) himself as perceived by someone who dislikes him and (b) himself as perceived by someone who likes him. Have the students form small discussion groups, exchange papers, and analyze the similarities and differences in the descriptions. 10. "The Purkey Modification of Combs and Super Scale for Inferring Self-Concept" (1963), Chart No. 1, (see preceding page) assists a person in evaluating how he perceives– a. himself; b. his relationships with others; c. others. Give each student a copy of the scale and ask him to complete it in respect to himself by placing an X in the appropriate spaces. (Rating Scale 1-5; 1 is low and 5 is superior.)	
	B. To identify similarities and differences in the way a person perceives himself and the way he is perceived by others	On the chalkboard copy the following chart: HOW I SEE MYSELF a. I am (as I see myself) _____. b. I am (as I think others see me) _____. c. I am (as I would like to be) _____. d. You are (as I see you) _____. e. You would like to be (as I see you) _____. Ask the students to copy and complete the first three sentences by writing two or three adjectives describing themselves in each category. (continued on next page)	Individually or in groups, t complete one of the followin a. Draw a cartoon or com bulletin board displa self-concept affects the and others. OR b. Construct and duplica crossword puzzle whic and vocabulary involv one's self-concept. OR c. Plan and perform a s involving two incidents the effects of self-conce incident should i (con

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
B. (continued)	(continued) Then the students should form into triads and complete statements d and e about each of the other two students in the triad. Ask the students to share perceptions and compare how the individual perceives himself as compared to how others perceive him. In the group discussion ask the students to consider the following: a. Is there a difference in the way I see myself, the way others see me, and the way I would like to be? If so, in what areas are the differences? What reasons can I give for these differences? b. Are there similarities in the way I see myself, the way others see me, and the way I would like to be? If so, in what areas are the similarities? What reasons can I give for these similarities? c. How would a great discrepancy among the three areas of self-perception affect an individual's behavior? d. What can a person do to bring the three areas of self-concept into closer harmony?	c. (continued) discrepancy in the three areas of self-concept affects behavior, and the other incident should illustrate how a congruency in the three areas of self-concept affects behavior. OR d. Write a mystery theme entitled "Who Am I?" which illustrates how the three factors involved in self-concept affect one's behavior. If desired, the teacher may read the theme aloud in class and have the students guess the identity of the person.
C. To gain practice in self-revelation as a vehicle for self-understanding	1. Duplicate and distribute to the students copies of Study Sheet No. 3, "Self-Knowledge Questionnaire" (see page 58). Ask each student to complete the questionnaire about himself. Then have the students form into small groups to share and discuss their answers. 2. Lead a class discussion on the value and the effects of trying to understand oneself. Use the following questions as guidelines: a. Was it difficult to complete the questionnaire? Why or why not?	Ask the students to complete one of the following: a. Complete the chart below: Things I Know about Myself 1. 2. 3. 4. 5. Things I Still Don't Know about Myself 1. 2. 3. 4 5. OR

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	B. (continued)	(continued) Then the students should form into triads and complete statements d and e about each of the other two students in the triad. Ask the students to share perceptions and compare how the individual perceives himself as compared to how others perceive him. In the group discussion ask the students to consider the following: a. Is there a difference in the way I see myself, the way others see me, and the way I would like to be? If so, in what areas are the differences? What reasons can I give for these differences? b. Are there similarities in the way I see myself, the way others see me, and the way I would like to be? If so, in what areas are the similarities? What reasons can I give for these similarities? c. How would a great discrepancy among the three areas of self-perception affect an individual's behavior? d. What can a person do to bring the three areas of self-concept into closer harmony?	c. (continued) discrepancy in th self-concept affects beh incident should illustrat in the three areas of behavior. OR d. Write a mystery theme I?" which illustrates ho involved in self-conc behavior. If desired, the the theme aloud in c students guess the iden
	C. To gain practice in self-revelation as a vehicle for self-understanding	1. Duplicate and distribute to the students copies of Study Sheet No. 3, "Self-Knowledge Questionnaire" (see page 58). Ask each student to complete the questionnaire about himself. Then have the students form into small groups to share and discuss their answers. 2. Lead a class discussion on the value and the effects of trying to understand oneself. Use the following questions as guidelines: a. Was it difficult to complete the questionnaire? Why or why not?	Ask the students to com following: a. Complete the chart belo Things I Know about Myself / Thing about 1. / 1. 2. / 2. 3. / 3. 4. / 4 5. / 5. OR

NSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
C. (continued)	2. (continued) b. Was it difficult to share your answers? Why or why not? c. What is needed before a person can feel comfortable in revealing his feelings to others? d. How does revealing your feelings to others affect you? e. How are you affected when someone else reveals his feelings to you?	(continued) b. Write a reaction paper on the process of self-revelation. OR c. Collect newspaper clippings, magazine articles, or books which describe organizations using the philosophy of self-revelation, e.g., Alcoholics Anonymous, Drugs Anonymous, Gamblers Anonymous, Weight Watchers, etc. Use the findings to justify the use and evalute the effects of this procedure for the class.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	C. (continued)	2. (continued) b. Was it difficult to share your answers? Why or why not? c. What is needed before a person can feel comfortable in revealing his feelings to others? d. How does revealing your feelings to others affect you? e. How are you affected when someone else reveals his feelings to you?	(continued) b. Write a reaction pape self-revelation. OR c. Collect newspaper cl articles, or books organizations using th self-revelation, Anonymous, Drugs Anc Anonymous, Weight Wa findings to justify the effects of this procedure

STUDY SHEET NO. 3

SELF-KNOWLEDGE QUESTIONNAIRE

1. When I enter a new group, I feel _____.
2. When a group starts, _____.
3. When people first meet me, they _____.
4. In a new group, I feel most comfortable when _____.
5. When people remain silent, I feel _____.
6. When someone does all the talking, I _____.
7. I feel most productive when a leader is _____.
8. I feel annoyed when the leader _____.
9. I feel withdrawn when _____.
10. In a group, I am most afraid of _____.
11. When someone feels hurt, I _____.
12. I am hurt most easily when _____.

(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

ISTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. To recognize that the act of criticism is generally viewed by the person being criticized as a threat to his self-concept, and to identify and examine typical areas of criticism and reactions to it	1. Encourage students to engage in a gripe session concerning people or things that annoy them. Examples are as follows: a. parental attitudes and restrictions b. teachers c. school cafeteria procedures d. student council effectiveness 2. Define and discuss the term *self-concept.* 3. Ask the students to recall and list three incidents in which criticism has affected their self-concepts. They should respond to the following: a. Discuss why the three particular criticisms were listed. What part or aspect of their self-concepts seemed threatened? b. Describe their reactions when the criticisms were directed against them. Give reasons for their reactions. c. Discuss ways in which the criticisms could have been more acceptable. 4. Duplicate and distribute Chart No. 2 (see next page). Ask the students to complete the chart according to directions. Tally the results and discuss them in class. DIRECTIONS: Think back to a time when you accepted criticism of your behavior, mode of dress, physical features, etc. By circling any number on each of the five lines, rate the importance of the factors (how, why, who, what, where) that influenced you to accept the criticism.	1. Distribute to students the descriptions of the three people given below. Ask the students to rank the following factors according to the way they think the person being described will accept criticism of the specific factors. Using a scale of 1 to 7, score the least willing to accept criticism (1) and most willing to accept criticism (7). FACTORS: a. his/her ideas b. his/her creativity c. his/her dress d. his/her physical performance e. his/her mental performance f. his/her masculinity/feminity g. his/her physical features DESCRIPTIONS OF OLIVER, LARRY, AND PRUDENCE: *Ordinary Oliver* Average student Well-liked by most students Goes steady with cheerleader Participates in intramural sports Neatly trimmed hair Is 5'8" tall Good art student (continued on page 61)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
III. Effective interpersonal relationships require skill in accepting both criticism and positive regard from others.	A. To recognize that the act of criticism is generally viewed by the person being criticized as a threat to his self-concept, and to identify and examine typical areas of criticism and reactions to it	1. Encourage students to engage in a gripe session concerning people or things that annoy them. Examples are as follows: a. parental attitudes and restrictions b. teachers c. school cafeteria procedures d. student council effectiveness 2. Define and discuss the term *self-concept.* 3. Ask the students to recall and list three incidents in which criticism has affected their self-concepts. They should respond to the following: a. Discuss why the three particular criticisms were listed. What part or aspect of their self-concepts seemed threatened? b. Describe their reactions when the criticisms were directed against them. Give reasons for their reactions. c. Discuss ways in which the criticisms could have been more acceptable. 4. Duplicate and distribute Chart No. 2 (see next page). Ask the students to complete the chart according to directions. Tally the results and discuss them in class. DIRECTIONS: Think back to a time when you accepted criticism of your behavior, mode of dress, physical features, etc. By circling any number on each of the five lines, rate the importance of the factors (how, why, who, what, where) that influenced you to accept the criticism.	1. Distribute to students the three people given below. rank the following factors a they think the person b accept criticism of the spec scale of 1 to 7, score the lea criticism (1) and most willin (7). FACTORS: a. his/her ideas b. his/her creativity c. his/her dress d. his/her physical perform e. his/her mental performa f. his/her masculinity/fem g. his/her physical feature DESCRIPTIONS OF OLIV PRUDENCE: *Ordinary Oliver* Average student Well-liked by most students Goes steady with cheerleade Participates in intramural spo Neatly trimmed hair Is 5'8" tall Good art student (cor

CHART NO. 2

FACTORS INFLUENCING THE ACCEPTANCE OF CRITICISM

	Least Important									*Most Important*
How the criticism was made	1	2	3	4	5	6	7	8	9	10
Why the criticism was made	1	2	3	4	5	6	7	8	9	10
Who made the criticism	1	2	3	4	5	6	7	8	9	10
What was criticized	1	2	3	4	5	6	7	8	9	10
Where the criticism was made	1	2	3	4	5	6	7	8	9	10

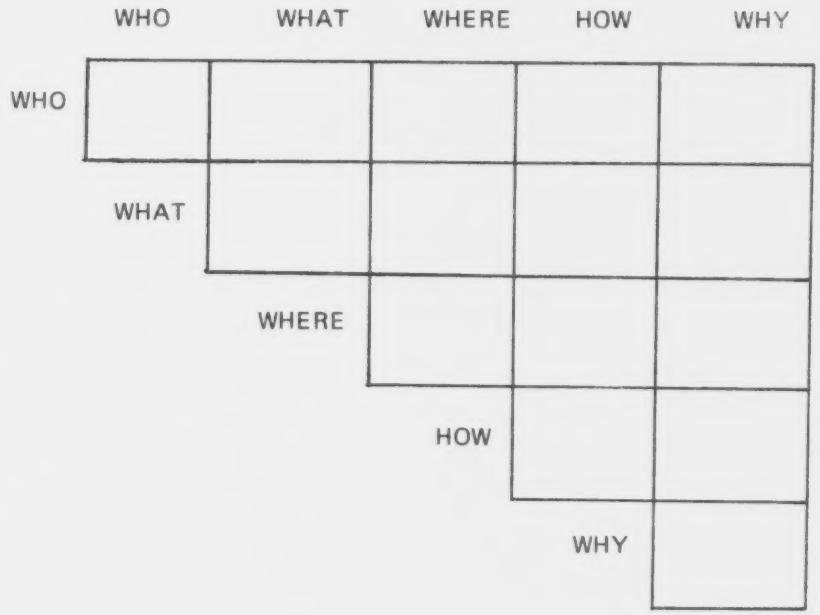
(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reporduced in Appendix A.)

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. (continued)	5. Ask the students to rate the people listed below by placing a number (1 through 7) beside each indicating the person from whom he is most willing to accept criticism (1) to the person from whom he is least willing to accept criticism (7). ____ parents ____ brother/sister ____ teacher/administrator ____ friend ____ expert ____ employer ____ classmate 6. Ask the students if a combination of factors may influence their willingness to accept criticism, such as: a. Where and how the criticism was made; b. Who made the criticism and why it was made. 7. Duplicate and distribute Chart No. 3 (see next page). The chart should be used to rank the importance of pairs of factors. Have the students number each box according to the importance of the factors in order from 1 to 10, with 1 as the least important. 8. On the chalkboard list the rankings from the previous activity. Ask the students to discover whether patterns exist in the rankings. Divide the class into three groups. Each group will be responsible for organizing a panel discussion on one of the following topics: a. It Matters *Where* Criticism Is Made. b. It Matters *How* Criticism Is Made. c. It Matters *Why* Criticism Is Made. Students will list areas in which they are most sensitive to criticism. (Examples: family, race, religion, dress.) (continued on page 63)	1. (continued) *Larry Loner* Has longer than average hair Not athletically inclined Most of his friends are out of school Below-average student Is 6'3" tall *Prudence Perfect* Captain of debating team Secretary of student council B average student Dates only occasionally Trying to adjust to contact lenses Is 5'8" tall 2. Having ranked the factors in the three cases above, the students will discuss and defend their rankings. 3. Ask the students to prepare a paper entitled "Criticism Is Constructive When. . ." 4. Present the following list of areas that might be subject to criticism. Ask the students to select one area and write a comprehensive paragraph or present an oral report describing possible reasons for acceptance or nonacceptance of criticism of that area. Areas Subject to Criticism a. family b. race c. religion d. dress and personal appearance e. academic performance f. social acceptance (reputation)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT
III. (continued)	A. (continued)	5. Ask the students to rate the people listed below by placing a number (1 through 7) beside each indicating the person from whom he is most willing to accept criticism (1) to the person from whom he is least willing to accept criticism (7). ____ parents ____ brother/sister ____ teacher/administrator ____ friend ____ expert ____ employer ____ classmate 6. Ask the students if a combination of factors may influence their willingness to accept criticism, such as: a. Where and how the criticism was made; b. Who made the criticism and why it was made. 7. Duplicate and distribute Chart No. 3 (see next page). The chart should be used to rank the importance of pairs of factors. Have the students number each box according to the importance of the factors in order from 1 to 10, with 1 as the least important. 8. On the chalkboard list the rankings from the previous activity. Ask the students to discover whether patterns exist in the rankings. Divide the class into three groups. Each group will be responsible for organizing a panel discussion on one of the following topics: a. It Matters *Where* Criticism Is Made. b. It Matters *How* Criticism Is Made. c. It Matters *Why* Criticism Is Made. Students will list areas in which they are most sensitive to criticism. (Examples: family, race, religion, dress.) (continued on page 63)	1. (continued) *Larry Loner* Has longer than average hai Not athletically inclined Most of his friends are out o Below-average student Is 6'3" tall *Prudence Perfect* Captain of debating team Secretary of student counci B average student Dates only occasionally Trying to adjust to contact Is 5'8" tall 2. Having ranked the facto above, the students will dis rankings. 3. Ask the students to prep "Criticism Is Constructive W 4. Present the following list o subject to criticism. Ask t one area and write a compr present an oral report descr for acceptance or nonaccep that area. Areas Subject to Criticism a. family b. race c. religion d. dress and personal app e. academic performanc f. social acceptance (rep

CHART NO. 3

ORDERED PAIRS AFFECTING THE ACCEPTANCE OF CRITICISM



(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

NSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. (continued)	8. (continued) On the chalkboard write the student responses and ask the class to examine the listing for patterns of frequency. If students identify many frequencies, ask them to present reasons why the patterns exist.	
B. To recognize that people have a basic need for positive regard from others and to identify situations in which individuals may experience approval and feelings of adequacy	1. Display pictures of awards, medals, and various means by which an individual is made to feel approved and adequate. Ask the students to discuss the possible effects of the medals, awards, etc., upon the self-concept of the recipient and upon his performance level. Discuss how excessive recognition and honor may have an inhibitory effect upon achievement. 2. Encourage a student discussion concerning the following questions: a. Can the performance level of a rewarded individual be altered? In which direction? Why? b. What are the positive and negative effects of extended competition in the public schools? What is the effect of honoring some students and not others? Are there enough areas of activity for everyone to achieve recognition? 3. Ask the students to describe how they feel when they receive awards for a job well done. Discuss reasons why certain people display awards and honors they receive and why others do not. 4. Discuss how society has developed the custom of sending greeting cards for Chirstmas, birthdays, weddings, anniversaries, graduations, etc. 5. Ask the students to describe their feelings when someone very close to them forgets to acknowledge their birthday. 6. Ask the students what reactions they think a wife may display when her husband forgets their wedding anniversary.	1. Ask the students to describe three situations in which they were made to feel approved and/or adequate and also the person who contributed most to this feeling in each situation. 2. Ask the students to describe three situations in which they contributed to helping someone else feel approved of and/or adequate. 3. After viewing the sound filmstrip, *Dare to be Different* (Guidance Associates), students should answer the following questions: a. What does the term *ingroup* mean? b. What are some reasons why so many people, both teen-agers and adults, try hard to be part of the "in" crowd? Give at least three reasons. c. What does the total conformist (the person who always tags along with the crowd) gain or lose? What often happens to the total nonconformist (the person who never does what others do)? What does this person gain or lose? d. What is often the result of adult conformity, which may take the form of matching the material possessions of friends, or "keeping up with the Joneses"? Include values, material possessions, social activities, and issues.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
III. (continued)	A. (continued)	8. (continued) On the chalkboard write the student responses and ask the class to examine the listing for patterns of frequency. If students identify many frequencies, ask them to present reasons why the patterns exist.	
	B. To recognize that people have a basic need for positive regard from others and to identify situations in which individuals may experience approval and feelings of adequacy	1. Display pictures of awards, medals, and various means by which an individual is made to feel approved and adequate. Ask the students to discuss the possible effects of the medals, awards, etc., upon the self-concept of the recipient and upon his performance level. Discuss how excessive recognition and honor may have an inhibitory effect upon achievement. 2. Encourage a student discussion concerning the following questions: a. Can the performance level of a rewarded individual be altered? In which direction? Why? b. What are the positive and negative effects of extended competition in the public schools? What is the effect of honoring some students and not others? Are there enough areas of activity for everyone to achieve recognition? 3. Ask the students to describe how they feel when they receive awards for a job well done. Discuss reasons why certain people display awards and honors they receive and why others do not. 4. Discuss how society has developed the custom of sending greeting cards for Chirstmas, birthdays, weddings, anniversaries, graduations, etc. 5. Ask the students to describe their feelings when someone very close to them forgets to acknowledge their birthday. 6. Ask the students what reactions they think a wife may display when her husband forgets their wedding anniversary.	1. Ask the students to describe which they were made to fe adequate and also the perso most to this feeling in each si 2. Ask the students to describe which they contributed to h feel approved of and/or adeq 3. After viewing the sound fi *Different* (Guidance Associat answer the following questio a. What does the term *ingr* b. What are some reas people, both teen-agers to be part of the "in" three reasons. c. What does the total co who always tags along or lose? What often h nonconformist (the per what others do)? Wh gain or lose? d. What is often th conformity, which m matching the materi friends, or "keeping u Include values, materi activities, and issues.

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
B. (continued)	7. The following statements indicate the need for approval: a. How do I look? b. How do you feel about it? c. Everyone feels the same way that I do. d. I feel. . .Have you ever felt like that? e. Do you think it is okay to. . .? f. Everyone is doing it; why shouldn't I? Ask the students to describe their reactions when others approach them with such statements. Have them describe the reactions of the other person after they have responded positively. Compare these to the other persons' reactions if they were to respond negatively. 8. Discuss the positive and negative aspects of the need for approval and the consequence of an excessively high or low need. 9. Discuss the implications for the creative, nonconformist student with regard to his need for approval. Do nonconformists conform to each other (e.g., hippie cult)? 10. Allow students to role-play the need for approval and show how it manifests itself in the following relationships: a. parent and child b. teacher and student c. student and student (peer groups)	4. Ask the students to think of someone they know well, whose behavior is offensive in some way and illustrate how they would encourage more desirable behavior. 5. The students should do one of the following activities to demonstrate their skill in giving criticism while maintaining positive relationships: a. Write a radio or TV script describing the process and outcome of the interaction. OR b. Draw a cartoon or comic strip depicting the attitudes of the persons involved. OR c. Compose a poem about the interaction and its outcomes. OR d. Plan and write a recommended approach for the person who will try to change the behavior of another, giving specific leading statements or questions.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
III. (continued)	B. (continued)	7. The following statements indicate the need for approval: a. How do I look? b. How do you feel about it? c. Everyone feels the same way that I do. d. I feel. . .Have you ever felt like that? e. Do you think it is okay to. . .? f. Everyone is doing it; why shouldn't I? Ask the students to describe their reactions when others approach them with such statements. Have them describe the reactions of the other person after they have responded positively. Compare these to the other persons' reactions if they were to respond negatively. 8. Discuss the positive and negative aspects of the need for approval and the consequence of an excessively high or low need. 9. Discuss the implications for the creative, nonconformist student with regard to his need for approval. Do nonconformists conform to each other (e.g., hippie cult)? 10. Allow students to role-play the need for approval and show how it manifests itself in the following relationships: a. parent and child b. teacher and student c. student and student (peer groups)	4. Ask the students to think know well, whose behavior way and illustrate how th more desirable behavior. 5. The students should do on activities to demonstrate t criticism while maint relationships: a. Write a radio or TV s process and outcome of OR b. Draw a cartoon or comi attitudes of the persons OR c. Compose a poem about its outcomes. OR d. Plan and write a recor for the person who wi behavior of another, giv statements or questions

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
C. To trace the effects of positive and negative experiences on interpersonal relationships	1. On the chalkboard copy the following statements: (Explain that *P* and *O* are different people.) a. The fact that P has a positive experience is positive for O. (For example, the fact that a friend of yours receives an award for outstanding work makes you feel happy too.) b. The fact that P has a positive experience is negative to O. (For example, the fact that someone else receive an award instead of you makes you feel angry and jealous because you feel you deserve it instead.) c. The fact that P has a negative experience is negative for O. (For example, the fact that your friend was not chosen for the team makes you feel sad too.) d. The fact that P has a negative experience is positive for O. (For example, the fact that your friend was not chosen for the team makes you feel glad.) Ask the students to examine the above statements and give additional examples of situations. 2. Ask the students to react to the following: a. Which of the above reactions do you find yourself experiencing most often, *a* and *c*, or *b* and *d*? Have you tried to move toward a different reaction in the majority of cases? Discuss. b. Are the majority of people in our society moving closer to any one of the above reactions? Explain your answer and give examples. c. Speculate on personal factors which may inhibit an individual from moving toward *a* and *c* and encourage him toward *b* and *d*. 3. Optional: Ask each student to present a two-minute speech intended to influence the class to move toward reactions *a* and *c* and away from *b* and *d*.	Given the following open-ended story, students will write a possible ending: Lorna had just left the apartment and was walking onto the playground behind the housing project when she saw her younger sister, Ellie. Ellie was crying. "What happened?" Lorna demanded. "Why are you crying?" Ellie, an eight-year-old third-grader wailed, "They slapped me! They t-t-tore my dress!" "Who did? Show me!" shouted Lorna. Ellie turned and led Lorna toward three small Black girls playing hopscotch in a corner of the playground. They looked up and grew silent, their eyes big, as they saw Ellie approaching with her angry big sister. "They did it!" Ellie shrilled. "They hit me and kicked me and tore my dress." "Three of you," Loran said scornfully "ganging up on one kid! I ought to slap your faces. Maybe I will." "She called us names," one child said. "Yeah," another said, "She called me a monkey. A black monkey." Lorna caught a sharp breath. She looked at Ellie. "Did you?" Ellie nodded, her eyes filling with tears. "B-but they were doing it too! I just said what they were saying. Lucille called Betty a—what they said." (continued on next page)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
III. (continued)	C. To trace the effects of positive and negative experiences on interpersonal relationships	1. On the chalkboard copy the following statements: (Explain that *P* and *O* are different people.) a. The fact that P has a positive experience is positive for O. (For example, the fact that a friend of yours receives an award for outstanding work makes you feel happy too.) b. The fact that P has a positive experience is negative to O. (For example, the fact that someone else receive an award instead of you makes you feel angry and jealous because you feel you deserve it instead.) c. The fact that P has a negative experience is negative for O. (For example, the fact that your friend was not chosen for the team makes you feel sad too.) d. The fact that P has a negative experience is positive for O. (For example, the fact that your friend was not chosen for the team makes you feel glad.) Ask the students to examine the above statements and give additional examples of situations. 2. Ask the students to react to the following: a. Which of the above reactions do you find yourself experiencing most often, *a* and *c*, or *b* and *d*? Have you tried to move toward a different reaction in the majority of cases? Discuss. b. Are the majority of people in our society moving closer to any one of the above reactions? Explain your answer and give examples. c. Speculate on personal factors which may inhibit an individual from moving toward *a* and *c* and encourage him toward *b* and *d*. 3. Optional: Ask each student to present a two-minute speech intended to influence the class to move toward reactions *a* and *c* and away from *b* and *d*.	Given the following open-en will write a possible ending: Lorna had just left the a walking onto the playground project when she saw her y Ellie was crying. "What happened?" Lorna de "Why are you crying?" Ellie, an eight-year-old th "They slapped me! They t-t-t "Who did? Show me!" shout Ellie turned and led Lorna Black girls playing hopscotc playground. They looked u their eyes big, as they sa with her angry big sister. "They did it!" Ellie shrilled "They hit me and kicke dress." "Three of you," Loran said up on one kid! I ought to sla I will." "She called us names," one c "Yeah," another said, "She c A black monkey." Lorna caught a sharp breath. "Did you?" Ellie nodded, her eyes filling "B-but they were doing it to I just said what they were sa Lucille called Betty a—what (con

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
C. (continued)	4. Group the students in pairs. Have one member of the pair (P) describe to the other student (O) one positive experience and one negative experience. Combine the pairs into larger groups. Have all O students describe the two experiences which were exposed to them. 5. Ask two students who have served as listeners in previous activities to discuss the answers to the following: a. Was P's positive experience positive for your? If yes, state the part(s) of P's experience which caused the positive feeling(s) in you. If P's positive experience did not create a positive feeling in you, state the reason(s) why. b. Was P's negative experience negative for you? If yes, state the part(s) of P's experience which caused negative feeling(s) in you. If P's negative experience did not create a negative feeling in you, state the reason(s) why. c. How did P's lack of expression, gestures, and emotional feelings affect your feelings toward his experiences? d. How did O's reactions to P's story affect P's enthusiasm in telling it? (Reactions may be made evident through expressions, gestures, attentiveness, etc.) e. How did O's reactions to P's experiences affect the way O described them? f. Did any of the following factors affect the postive or negative reaction of O? (1) O's perception of P as an individual (2) O's personal experience in a similar situation (3) O's mood or temperament at the time (4) O's perception of the validity of P's remarks	(continued) Lorna looked at the three girls. "Is that true?" They nodded. Lucille burst out, "But *she* can't call us that!" Lorna turned. "Come on, Ellie." Ellie stood stubbornly in her tracks, her small face ugly with anger. "Ain't you gonna hit them back?" she demanded. "Go on! Hit them!" Lorna said, "_____."

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
III. (continued)	C. (continued)	4. Group the students in pairs. Have one member of the pair (P) describe to the other student (O) one positive experience and one negative experience. Combine the pairs into larger groups. Have all O students describe the two experiences which were exposed to them. 5. Ask two students who have served as listeners in previous activities to discuss the answers to the following: a. Was P's positive experience positive for your? If yes, state the part(s) of P's experience which caused the positive feeling(s) in you. If P's positive experience did not create a positive feeling in you, state the reason(s) why. b. Was P's negative experience negative for you? If yes, state the part(s) of P's experience which caused negative feeling(s) in you. If P's negative experience did not create a negative feeling in you, state the reason(s) why. c. How did P's lack of expression, gestures, and emotional feelings affect your feelings toward his experiences? d. How did O's reactions to P's story affect P's enthusiasm in telling it? (Reactions may be made evident through expressions, gestures, attentiveness, etc.) e. How did O's reactions to P's experiences affect the way O described them? f. Did any of the following factors affect the postive or negative reaction of O? (1) O's perception of P as an individual (2) O's personal experience in a similar situation (3) O's mood or temperament at the time (4) O's perception of the validity of P's remarks	(continued) Lorna looked at the three gi They nodded. Lucille burst call us that!" Lorna turned. "Come on, E Ellie stood stubbornly in h face ugly with anger. "Ain't you gonna hit demanded. "Go on! Hit the Lorna said, "_____

FACTORS IN HUMAN RELATIONS

PROBLEMS
AND
CONFLICTS AMONG
INDIVIDUALS
AND GROUPS

FACTORS IN HUMAN RELATIONS

PROBLEMS AND CONFLICTS AMONG INDIVIDUALS AND GROUPS

UNIT III. PROBLEMS AND CONFLICTS AMONG INDIVIDUALS AND GROUPS

OVERVIEW

FOCUS: Factors in Human Relations: Problems and Conflicts Among Individuals and Groups

BROAD AIM: The learner demonstrates understanding of the problems of human relations in modern American society.

BROAD GOAL: The learner demonstrates understanding of the nature and causes of problems and how people respond to them.

GENERALIZATION: I. Basic knowledge about the dynamics of group relationships is a means of promoting effective human relations.

OBJECTIVES:

A. To analyze some personal and environmental factors which affect the dynamics of group relationships

B. To compare the problem-solving abilities of an individual with those of a group

C. To examine some different kinds of groups, why they exist, and how they work

D. To identify and analyze some factors which are necessary to the group process as vehicles for initiating and guiding constructive change

E. To examine how various groups use conflict to affect or effect social change

F. To identify and compare the constructive and destructive uses of conflict in affecting or effecting social change

GENERALIZATION: II. There is a relationship between the increasing complexity of modern American industrial society and the growing conflicts in human interaction.

OBJECTIVES:

A. To identify the relationship between conflict in our everyday lives and human interaction

B. To identify the relationship between social problems and human interaction in the community

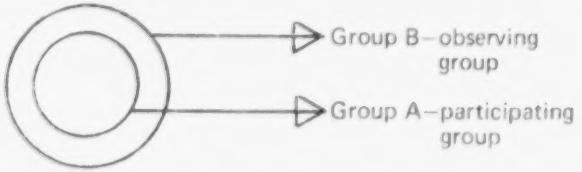
C. To identify the relationships between economic problems and human interaction in the community

D. To identify the relationship between political problems and human interaction in the community

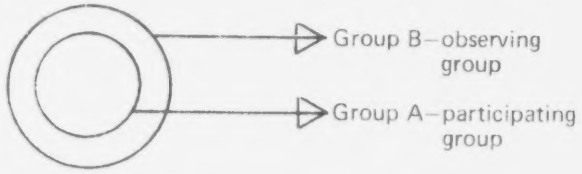
Factors in Human Relations: Problems and Conflicts among Individuals and Groups

AIM: The learner demonstrates understanding of the problems of human relations in modern American history.

The learner demonstrates understanding of the nature and causes of problems and how people respond to them.

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
To analyze some personal and environmental factors which affect the dynamics of group relationships	1. Makes copies of Study Sheet No. 4, "How to Facilitate Group Production," for distribution to the students. Ask the students to recall and share with the class specific examples of individual behavior in a group which illustrate the use or abuse of one of these techniques. 2. Divide the class into two groups and ask them to form an inner and an outer circle. After the circles form, tell the class that the inner group (Group A) will discuss a topic of its own choosing while the outer group (Group B) observes the process of interaction in the inner group (Group A).  This procedure is called the Fishbowl Design for discussion. The teacher might suggest several topics for discussion and let the students choose one of them or ask the students themselves to suggest a topic for discussion. Group B will use the Observation Guidelines to assist them in analyzing the group interaction. (The teacher needs to make a copy of the Observation Guidelines, Worksheet No. 2, for each student.) After the above session, Group B will share and discuss its observations with Group A. Then the two groups should change places and repeat the procedure. Everyone should have a chance to be both participant and observer.	1. Ask the students to observe a small group discussion outside of school (at home, on TV, etc.) and– a. identify and support with examples which facilitative group techniques were either used or abused; b. evaluate the effects on group productivity. Students may accomplish this by– a. planning and acting out a short radio or TV script demonstrating the transaction; b. drawing a comic strip or cartoon interpreting what happened; or c. writing a riddle or poem about effective group participation, illustrating the concepts discussed. 2. Ask the students to discuss in small groups the questions listed below. Each group should try to reach a consensus on its answers and submit in outline form a justification for its response. a. Does a group need to have a leader? Why? Give an example. b. Does a group always have a leader? Why or why not? (continued on page 72)

FOCUS:	Factors in Human Relations: Problems and Conflicts among Individuals and Groups
SOCIAL STUDIES BROAD AIM:	The learner demonstrates understanding of the problems of human relations in modern American history.
SOCIAL STUDIES GOAL:	The learner demonstrates understanding of the nature and causes of problems and how people respond to them.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. Basic knowledge about the dynamics of group relationships is a means of promoting effective human relations.	A. To analyze some personal and environmental factors which affect the dynamics of group relationships	1. Makes copies of Study Sheet No. 4, "How to Facilitate Group Production," for distribution to the students. Ask the students to recall and share with the class specific examples of individual behavior in a group which illustrate the use or abuse of one of these techniques. 2. Divide the class into two groups and ask them to form an inner and an outer circle. After the circles form, tell the class that the inner group (Group A) will discuss a topic of its own choosing while the outer group (Group B) observes the process of interaction in the inner group (Group A).  This procedure is called the Fishbowl Design for discussion. The teacher might suggest several topics for discussion and let the students choose one of them or ask the students themselves to suggest a topic for discussion. Group B will use the Observation Guidelines to assist them in analyzing the group interaction. (The teacher needs to make a copy of the Observation Guidelines, Worksheet No. 2, for each student.) After the above session, Group B will share and discuss its observations with Group A. Then the two groups should change places and repeat the procedure. Everyone should have a chance to be both participant and observer.	1. Ask the students to obs discussion outside of schoo etc.) and-- a. identify and support w facilitative group techn used or abused; b. evaluate the effects on Students may accomplish th a. planning and acting ou script demonstrating th b. drawing a comic interpreting what happe c. writing a riddle or po group participatio concepts discussed. 2. Ask the students to discuss questions listed below. Each reach a consensus on its ans outline form a justification f a. Does a group need to h Give an example. b. Does a group always ha why not? (con

STUDY SHEET NO. 4

HOW TO FACILITATE GROUP PRODUCTION

What the group accomplishes is each member's responsibility. The group members can help progress by performing some of the following functions:

Initiating—suggesting new ideas, questions

Clarifying—making the meaning of ideas clear

Elaborating—expanding concepts presented

Integrating—summarizing ideas and helping the group move along

Fact Seeking—asking questions to bring out facts

Encouraging—giving encouragement to the other members

Appreciating—modifying one's point of view in terms of what others have said

Self-restraining—keeping one's ideas in control, not talking too much

Affirming—supporting another's contributions or maintaining one's own commitments

(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

WORKSHEET NO. 2

OBSERVATION GUIDELINES

FOR FISHBOWL DESIGN FOR DISCUSSION

1. Estimate how long it takes the group to "get going."
2. Is everyone participating? Or is the group being dominated by a minority?
3. Does a group leader seem to emerge? If so, who?

   OR

   Does the leadership of the group seem to be shared? By whom?

   OR

   Does the group seem to be leaderless? Why do you think so?
4. To what extent are different views listened to?
5. If certain individuals are dominant, try to generate possible reasons for their dominance.
6. Do periods of silence occur? If so, what happens? How are they terminated? By whom? Why?
7. Is anyone providing comedy relief?
8. Are there any people who look as if they want to say something but do not? Why not?
9. Do you notice any nonverbal communication? By whom? What kinds? What attitudes or feelings are communicated nonverbally? How do the group members respond to the nonverbal communications?
10. Does the group discussion stay on one topic, or does it jump from one topic to another? What influences this?
11. To what extent do the group members talk about what is going on in the group?

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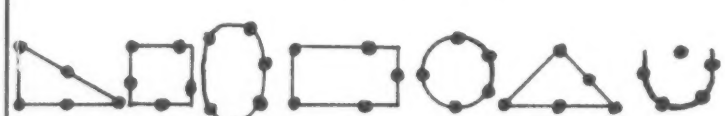
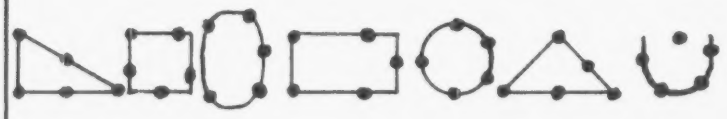
INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. (continued)	3. Copy on the chalkboard the following situation or read it to the students. *The Situation* The teacher has just assigned you to work in a group with Larry, Bill, Mary, and Jane to research a current topic and present your findings to the class. You want to promote effective group relationships which will also increase group productivity. What should you do? Ask each student to select a current topic of interest to him, and write the steps, the physical arrangement, and other environmental factors he would consider in order to affect the dynamics of the group interaction. Ask students to volunteer to read to the class their chosen topics and the steps they would take. Analyze the factors involved in group dynamics by considering the following variations: How would the following factors affect the situation? a. time limit only 15 minutes 1 hour 1 day several days b. physical comfort good visual contact with all members, or lack of visual contact good or poor lighting room temperature (too hot or too cold) group seating arrangement  (Each dot represents a person.) (continued on next page)	2. (continued) c. Is there a difference between a group leader and a group chairman? If so, what? d. What is the relationship between the amount of talking a person does and the emergence of a group leader? e. What criteria should one use to identify a group leader? 3. Based on class discussions of the personal and environmental factors which affect the dynamics of group relationships, each student will develop in writing three generalizations about these relationships and tie each generalization to a personal example. OR Students may depict in comic strip, poster, or chart form all the personal and environmental factors they consider necessary in an "ideal" situation for effective group relations. Share the results with the class.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	A. (continued)	3. Copy on the chalkboard the following situation or read it to the students. *The Situation* The teacher has just assigned you to work in a group with Larry, Bill, Mary, and Jane to research a current topic and present your findings to the class. You want to promote effective group relationships which will also increase group productivity. What should you do? Ask each student to select a current topic of interest to him, and write the steps, the physical arrangement, and other environmental factors he would consider in order to affect the dynamics of the group interaction. Ask students to volunteer to read to the class their chosen topics and the steps they would take. Analyze the factors involved in group dynamics by considering the following variations: How would the following factors affect the situation? a. time limit only 15 minutes 1 hour 1 day several days b. physical comfort good visual contact with all members, or lack of visual contact good or poor lighting room temperature (too hot or too cold) group seating arrangement  (Each dot represents a person.) (continued on next page)	2. (continued) c. Is there a difference be and a group chairman? d. What is the relatio amount of talking a emergence of a group l e. What criteria should o group leader? 3. Based on class discussions environmental factors which of group relationships, each in writing three generaliz relationships and tie each personal example. OR Students may depict in co chart form all the persona factors they consider nece situation for effective grou results with the class.

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. (continued)	3. (continued) c. time of day first class in the morning just before lunch after school hours evening meeting d. staging to your own classmates to students in another class to PTA or other meeting of adult community leaders e. knowledge of subject The subject matter was one with which the whole group was familiar. Only one individual (which may or may not be you) was familiar with the subject. The topic was considered quite controversial. The topic was one which you felt you knew less about than the other members of the group. f. makeup of the group There was already a well-known, popular, outspoken individual in the group. The individuals in the group were predominantly shy and quiet. The group was predominantly of a cultural, racial, or age background different from yours. The group members were all new to each other. The group members were all old friends.	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	A. (continued)	3. (continued) c. time of day first class in the morning just before lunch after school hours evening meeting d. staging to your own classmates to students in another class to PTA or other meeting of adult community leaders e. knowledge of subject The subject matter was one with which the whole group was familiar. Only one individual (which may or may not be you) was familiar with the subject. The topic was considered quite controversial. The topic was one which you felt you knew less about than the other members of the group. f. makeup of the group There was already a well-known, popular, outspoken individual in the group. The individuals in the group were predominantly shy and quiet. The group was predominantly of a cultural, racial, or age background different from yours. The group members were all new to each other. The group members were all old friends.	

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
B. To compare the problem-solving abilities of an individual with those of a group	Make copies of Study Sheets No. 5, "Decision by Consensus," and No. 6, "NASA Ranking of Survival Items" for distribution to the students. (When meeting as a group to rank the NASA items, the students should consider the personal and environmental factors affecting the dynamics of group relationships which were identified and analyzed in Activities for Objective A.) Explain to the students that they will rank the items in terms of importance, first on an individual basis, then on a group basis, and then compare the two with the correct ranking identified by NASA. The purpose is to identify whether the individual or the group is better able to solve the problem. After reviewing Study Sheet No. 5, "Decision by Consensus," the term *group consensus,* and procedures for reaching it, ask the students to complete the "NASA Ranking of Survival Items" on an individual basis. Then divide the class into small groups of six to eight and use each group to arrive at a consensus on the rankings. Copy on the chalkboard or distribute to students Study Sheet No. 7, "Correct Ranking of Survival Items" as identified by NASA. Ask the students to compare the accuracy of their rankings as individuals and as groups. Ask the students to make inferences as to the reasons for the different rankings. On the chalkboard, record each justification and use this as a springboard for a class discussion contrasting the problem-solving abilities of the individual and the group.	Based on discussions of the individual and group rankings of the "NASA Survival Items," have the students form into clusters of five. Each group is to develop and reach consensus on three generalizations about the problem-solving abilities of individuals in contrast to those of groups. Each cluster is to share its generalizations with the class.
C. To examine some different kinds of groups, why they exist, and how they work	1. Define the following group classifications and then ask the class to offer examples of each: a. primary groups b. secondary groups c. large associational groups (e.g., age, sex, ethnic, occupational) (continued on page 77)	1. Using the list below, students should indicate their understanding of group classifications and definitions by stating an example of each type of group to which they belong. a. primary group b. secondary group (continued on page 77)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
I. (continued)	B. To compare the problem-solving abilities of an individual with those of a group	Make copies of Study Sheets No. 5, "Decision by Consensus," and No. 6, "NASA Ranking of Survival Items" for distribution to the students. (When meeting as a group to rank the NASA items, the students should consider the personal and environmental factors affecting the dynamics of group relationships which were identified and analyzed in Activities for Objective A.) Explain to the students that they will rank the items in terms of importance, first on an individual basis, then on a group basis, and then compare the two with the correct ranking identified by NASA. The purpose is to identify whether the individual or the group is better able to solve the problem. After reviewing Study Sheet No. 5, "Decision by Consensus," the term *group consensus,* and procedures for reaching it, ask the students to complete the "NASA Ranking of Survival Items" on an individual basis. Then divide the class into small groups of six to eight and use each group to arrive at a consensus on the rankings. Copy on the chalkboard or distribute to students Study Sheet No. 7, "Correct Ranking of Survival Items" as identified by NASA. Ask the students to compare the accuracy of their rankings as individuals and as groups. Ask the students to make inferences as to the reasons for the different rankings. On the chalkboard, record each justification and use this as a springboard for a class discussion contrasting the problem-solving abilities of the individual and the group.	Based on discussions of the rankings of the "NASA S the students form into c group is to develop and reac generalizations about t abilities of individuals in groups. Each cluste generalizations with the clas
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STUDY SHEET NO. 5

DECISION BY CONSENSUS

Instructions: This is an exercise in group decision making. Your group is to employ the method of *Group Consensus* in reaching its decision. This means that the prediction for each of the 15 survival items *must* be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's *complete* approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid *arguing* for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind *only* in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat at least.
3. Avoid "conflict-reducing" techniques, such as majority vote, average, or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

STUDY SHEET NO. 6

NASA RANKING OF SURVIVAL ITEMS

Instructions: You are a member of a space crew originally scheduled to rendezvous at a point on the moon. During landing, much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number *1* by the most important item, the number *2* by the second most important, and so on, through number *15*, the least important.

_____ Box of matches

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 caliber pistols

_____ One case dehydrated Pet Milk

_____ Two 100 lb. tanks of oxygen

_____ Stellar map (of the moon's constellation)

_____ Life raft

_____ Magnetic compass

_____ 5 gallons of water

_____ Signal flares

_____ First aid kit containing injection needles

_____ Solar-powered FM receiver-transmitter

Permission to duplicate the NSA decision-making exercises (Study Sheets No. 6 and No. 7) for educational purposes is given in the *Handbook of Structured Experiences for Human Relations Training,* Vol. 1, by J. Wm. Pfeiffer and John E. Jones. (Iowa City: University Associates Press.)

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STUDY SHEET NO. 7

CORRECT RANKING OF SURVIVAL ITEMS

NASA official ranked the 15 items in terms of importance as follows:

1 Two 100 lb. tanks of oxygen

2 5 gallons of water

3 Stellar map (of the moon's constellation)

4 Food concentrate

5 Solar-powered FM receiver-transmitter

6 50 feet of nylon rope

7 First aid kit containing injection needles

8 Parachute silk

9 Life raft

10 Signal flares

11 Two .45 caliber pistols

12 One case dehydrated Pet Milk

13 Portable heating unit

14 Magnetic compass

15 Box of matches

Permission to duplicate the NASA decision-making exercises (Study Sheets No. 6 and No. 7) for educational purposes is given in the *Handbook of Structured Experiences for Human Relations Training,* Vol. 1, by J. Wm. Pfeiffer and John E. Jones. (Iowa City: University Associates Press.)

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NSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
C. (continued)	1. (continued) d. interest groups e. peer groups f. ingroups and outgroups 2. Ask the class to discuss the structure of groups. Areas to consider or discuss may include the following: a. the cohesiveness of groups b. the importance of a "place" in the group for every individual c. a discussion of group dynamics with particular reference to the system of leader-followers: how the group operates, why it operates in this manner, the respective dangers of lending and following and how the system of leader-followers may be abused 3. Discuss with the class the following group roles to help them understand better why the groups exist. Groups serve the following purposes: a. as a parent replacement b. as a reference group with goals with which one may identify c. as a way to express and fulfill major goals and functions of the society d. as a socializing agent e. as a psychological support f. as a means of engaging in activities necessitating more than one individual	1. (continued) c. interest group d. peer group e. ingroup f. outgroup g. large associational group 2. Ask each student to write a paragraph illustrating how and why the leader-follower aspect of group dynamics affects the cohesiveness of the group itself and another paragraph stating which general qualities a person should possess to assume effectively the role of leader in a group. 3. Ask the students to write an illustrative comment for each of the four concepts listed below, indicating their understanding of the roles that groups play in our lives: a. expressions of our attitudes b. a psychological support of individuals c. a substitute or counterculture d. expressions of our ethnocentrism 4. Ask the students to list three groups to which they belong and to identify and explain the role each group serves for them.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	C. (continued)	1. (continued) d. interest groups e. peer groups f. ingroups and outgroups 2. Ask the class to discuss the structure of groups. Areas to consider or discuss may include the following: a. the cohesiveness of groups b. the importance of a "place" in the group for every individual c. a discussion of group dynamics with particular reference to the system of leader-followers: how the group operates, why it operates in this manner, the respective dangers of lending and following and how the system of leader-followers may be abused 3. Discuss with the class the following group roles to help them understand better why the groups exist. Groups serve the following purposes: a. as a parent replacement b. as a reference group with goals with which one may identify c. as a way to express and fulfill major goals and functions of the society d. as a socializing agent e. as a psychological support f. as a means of engaging in activities necessitating more than one individual	1. (continued) c. interest group d. peer group e. ingroup f. outgroup g. large associational grou 2. Ask each student to illustrating how and why aspect of group dyn cohesiveness of the group paragraph stating which person should possess to a role of leader in a group. 3. Ask the students to w comment for each of the below, indicating their u roles that groups play in ou a. expressions of our attit b. a psychological suppor c. a substitute or counter d. expressions of our ethn 4. Ask the students to list th they belong and to identify each group serves for them.

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
C. (continued)	4. Ask the class to illustrate certain roles that groups play in our lives through discussion of the following suggested concepts: a. as an expression of our goals, attitudes, and personalities b. as a psychological support (e.g., as a means of gaining an identity) c. as a substitute culture d. as expressions of our ethnocentrism (Note: The teacher may ask for personal experiences from students to help clarify these concepts.)	
D. To identify and analyze some factors which are necessary to the group process as vehicles for initiating and guiding constructive change	Divide the class into groups, each of which will be responsible for reporting on one of the following topics: Theme: Dealing with the Problems We Face and Doing Something about Them a. The Working of Groups (1) How do groups contribute to society and/or complicate the problems of a society? (2) How can the ideology, or philosophy, of various groups negatively affect human relations? (3) What determines whether an individual group makes either a positive or a negative contribution to the solution of society's problems? (4) What factors in groups should we identify as desirable with reference to positive human relations? Which are undesirable? (5) What can we do as individual group members to influence the group toward positive human relations? (6) What attitudes or personal philosophy should we have to affect the direction of the group?	It is recommended that assessments be based on the group work listed in the activity section.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	C. (continued)	4. Ask the class to illustrate certain roles that groups play in our lives through discussion of the following suggested concepts: a. as an expression of our goals, attitudes, and personalities b. as a psychological support (e.g., as a means of gaining an identity) c. as a substitute culture d. as expressions of our ethnocentrism (Note: The teacher may ask for personal experiences from students to help clarify these concepts.)	
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ISTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
D. (continued)	(continued) b. Intergroup Conflicts (1) How can conflict be used constructively, and how can it be used destructively? (2) What kinds of conflict should we seek to promote, and which avoid? (3) Which specific tactics of conflict should we sanction, and which tactics should we actively oppose? (4) Should further conflict be avoided? If so, why and in what manner? c. Initiation of Constructive Change in Our Society (1) What is involved in the problem of changing my attitudes toward people? (a) How do I gain more experiences with other people? (b) How do I gain more understanding of other people? (c) How do I deal with the social, political, and economic fears I may possess with reference to others? (d) How do I emphasize the positive contributions and attributes of all people? (e) How do I gain an understanding of, and appreciation for, the differences in others? (2) How do I better understand the problems of people who are not sufficiently socialized to adapt to society? (a) How do I identify the problems of these individuals in regard to their attitudes, group associations, use of conflict, etc.? (b) Where can these individuals get help, and how can I encourage them to do so? (c) How do I counteract the attitudes or values of people, when necessary, through constructive action? (continued on next page)	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT
I. (continued)	D. (continued)	(continued) b. Intergroup Conflicts (1) How can conflict be used constructively, and how can it be used destructively? (2) What kinds of conflict should we seek to promote, and which avoid? (3) Which specific tactics of conflict should we sanction, and which tactics should we actively oppose? (4) Should further conflict be avoided? If so, why and in what manner? c. Initiation of Constructive Change in Our Society (1) What is involved in the problem of changing my attitudes toward people? (a) How do I gain more experiences with other people? (b) How do I gain more understanding of other people? (c) How do I deal with the social, political, and economic fears I may possess with reference to others? (d) How do I emphasize the positive contributions and attributes of all people? (e) How do I gain an understanding of, and appreciation for, the differences in others? (2) How do I better understand the problems of people who are not sufficiently socialized to adapt to society? (a) How do I identify the problems of these individuals in regard to their attitudes, group associations, use of conflict, etc.? (b) Where can these individuals get help, and how can I encourage them to do so? (c) How do I counteract the attitudes or values of people, when necessary, through constructive action? (continued on next page)	

NSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
D. (continued)	c. (continued) (3) How do I cope with the problem of antisocial and counterculture groups and the conflicts, violence, and disruption they create? (a) How do I identify the factors involved and avoid entrapment by them? (b) What methods do I use to counteract them? (c) Where might I receive help, support, or assistance? (d) How do I influence others not to join such groups? (e) How might law enforcement be used in regard to antisocial and counterculture groups, within the scope of our system of human rights? (4) How do I meet the problem of achieving change in a constructive and useful manner? (a) Which courses of action are constructive and which are destructive (to be avoided)? (b) How do I counteract prejudice, ethnocentrism, and similar antichange attitudes, ideas, and philosophies? (c) How and from whom might I effectively seek cooperation instead of conflict? (d) How might I realize and communicate to others the necessity for a multivalued approach to the solution of the problems of society?	
E. To examine how various groups use conflict to affect or effect social change.	1. Introduce the meaning of human conflict and social change. a. human conflict—a social interaction involving the violent and/or nonviolent struggle of a person or a group working toward a specific goal b. social change—modification of human relationships and/or behavior	1. Ask the students to list three methods by which groups in our society make use of conflict. After completing this list, students should choose any organized group and explain how that particular group employs the uses of conflict as previously listed.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	D. (continued)	c. (continued) (3) How do I cope with the problem of antisocial and counterculture groups and the conflicts, violence, and disruption they create? (a) How do I identify the factors involved and avoid entrapment by them? (b) What methods do I use to counteract them? (c) Where might I receive help, support, or assistance? (d) How do I influence others not to join such groups? (e) How might law enforcement be used in regard to antisocial and counterculture groups, within the scope of our system of human rights? (4) How do I meet the problem of achieving change in a constructive and useful manner? (a) Which courses of action are constructive and which are destructive (to be avoided)? (b) How do I counteract prejudice, ethnocentrism, and similar antichange attitudes, ideas, and philosophies? (c) How and from whom might I effectively seek cooperation instead of conflict? (d) How might I realize and communicate to others the necessity for a multivalued approach to the solution of the problems of society?	
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NSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
E. (continued)	2. Explain how different groups in our society use conflict for a variety of reasons, some of which are listed below: a. to institute social change b. to seek power or influence c. to express psychological need d. to generate solutions to intergroup problems e. to defeat changes in progress f. to prevent change by escalating its cost g. to defend the status quo h. to undermine or alter the status quo 3. Given the following selected list of organized groups in our society, ask the students to identify each group with one or more of the above uses of conflict: a. Ku Klux Klan (K.K.K.) b. American Communist Party c. American Medical Association (A.M.A.) d. American Civil Liberties Union (A.C.L.U.) e. Students for a Democratic Society (S.D.S.) f. Black Panthers g. John Birch Society h. United Auto Workers i. American Independent Party (George Wallace) j. Mafia (continued on next page)	2. Ask the students to write a short essay either in defense of or in opposition to the following statement: Constructive social change in our society can be accomplished only in the absence of violence. 3. Ask the students to write an opinion on the question: Should the high schools and universities of America be used as political instruments for social change? 4. Ask students to write an essay entitled "Conflict: An Instrument of Social Change."

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
I. (continued)	E. (continued)	2. Explain how different groups in our society use conflict for a variety of reasons, some of which are listed below: a. to institute social change b. to seek power or influence c. to express psychological need d. to generate solutions to intergroup problems e. to defeat changes in progress f. to prevent change by escalating its cost g. to defend the status quo h. to undermine or alter the status quo 3. Given the following selected list of organized groups in our society, ask the students to identify each group with one or more of the above uses of conflict: a. Ku Klux Klan (K.K.K.) b. American Communist Party c. American Medical Association (A.M.A.) d. American Civil Liberties Union (A.C.L.U.) e. Students for a Democratic Society (S.D.S.) f. Black Panthers g. John Birch Society h. United Auto Workers i. American Independent Party (George Wallace) j. Mafia (continued on next page)	2. Ask the students to write a defense of or in oppositi statement: Constructive s society can be accomplishe of violence. 3. Ask the students to write question: Should the universities of America b instruments for social chang 4. Ask students to write "Conflict: An Instrument o

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
E. (continued)	3. (continued) k. American Manufacturers Association l. Democratic and Republican Parties m. Teamsters Union 4. Ask the class to discuss historical and/or current examples of human conflict which illustrate further the uses of conflict as mentioned in the preceding learning activity. The following are some suggested topics for discussion: a. The American Revolution b. The Russian Revolution c. The Civil War in the U.S. d. Union Organization in the U.S. e. The Civil Rights Struggles in the U.S. f. The Communist Take-over in Cuba g. The Arab-Israeli Conflict h. The Sino-Soviet Conflict 5. Ask the students to list and discuss some specific tactics employed by the opposing major factions or groups in each of the conflicts mentioned above. Remind students to list both overt and covert tactics. 6. Provide for a student debate regarding the following topic: Resolved: Violence is an effective catalyst for social change.	
F. To identify and compare the constructive and destructive uses of conflict in affecting or effecting social change	1. Citing school integration, student unrest, and urban rioting as contemporary social issues, ask the class to identify and compare the constructive and destructive effects of conflict as they manifest themselves in these situations.	Ask the students to compose a short essay regarding the constructive and destructive possibilities of conflict concerning the problem below:

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	E. (continued)	3. (continued) k. American Manufacturers Association l. Democratic and Republican Parties m. Teamsters Union 4. Ask the class to discuss historical and/or current examples of human conflict which illustrate further the uses of conflict as mentioned in the preceding learning activity. The following are some suggested topics for discussion: a. The American Revolution b. The Russian Revolution c. The Civil War in the U.S. d. Union Organization in the U.S. e. The Civil Rights Struggles in the U.S. f. The Communist Take-over in Cuba g. The Arab-Israeli Conflict h. The Sino-Soviet Conflict 5. Ask the students to list and discuss some specific tactics employed by the opposing major factions or groups in each of the conflicts mentioned above. Remind students to list both overt and covert tactics. 6. Provide for a student debate regarding the following topic: Resolved: Violence is an effective catalyst for social change.	
	F. To identify and compare the constructive and destructive uses of conflict in affecting or effecting social change	1. Citing school integration, student unrest, and urban rioting as contemporary social issues, ask the class to identify and compare the constructive and destructive effects of conflict as they manifest themselves in these situations.	Ask the students to comm regarding the constructiv possibilities of conflict con below:

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
F. (continued)	2. Ask the class to discuss possible constructive uses of conflicts which may include the following? a. focusing attention upon social problems b. identifying current solutions, attitudes, and practices c. suggesting new approaches to solving society's problems d. helping to achieve social justice, equality, or democratic solutions to social problems through the use of established channels of social change (e.g., the ballot, petition, lobbying, legislative pressure, court actions, and other legal means) e. emphasizing the importance of the approach one takes to invoke social change (i.e., rational, nonviolent, irrational, violent) 3. Encourage a class discussion regarding the destructive uses of conflict in affecting or effecting social change. Destructive uses of conflict may be— a. the forcing of angry confrontations through the use of force, violence, and intimidation; b. the undermining and destruction of society.	(continued) A chemical manufacturing plant in a small rural community is located on the only river in the area. The river serves as the main source of drinking water and recreation for the population of 2000 people. A group of out-of-town conservationists picket the plant because of the pollution its wastes are causing in the river. The factory provides jobs for most of the residents in the area.
A. To identify the relationship between conflicts in our everyday lives and human interaction	1. Ask the students to discuss the possible interpersonal conflict situations which may develop in their lives concerning the following: a. parents and other authoritative figures (police, the courts, etc.) b. schools c. employers d. friends, school and work associates (continued on next page)	1. Ask the students to do the following: a. list and interpret three recent interpersonal problems in their everyday lives b. identify possible reasons for these problems c. explain possible solutions for the problems 2. In a large group, ask each team involved in Learning Activity 2 to report on the survey it conducted. As one team reports, the other team should evaluate both the procedures and the conclusions given.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	F. (continued)	2. Ask the class to discuss possible constructive uses of conflicts which may include the following? a. focusing attention upon social problems b. identifying current solutions, attitudes, and practices c. suggesting new approaches to solving society's problems d. helping to achieve social justice, equality, or democratic solutions to social problems through the use of established channels of social change (e.g., the ballot, petition, lobbying, legislative pressure, court actions, and other legal means) e. emphasizing the importance of the approach one takes to invoke social change (i.e., rational, nonviolent, irrational, violent) 3. Encourage a class discussion regarding the destructive uses of conflict in affecting or effecting social change. Destructive uses of conflict may be— a. the forcing of angry confrontations through the use of force, violence, and intimidation; b. the undermining and destruction of society.	(continued) A chemical manufacturing p community is located on th area. The river serves as t drinking water and recreatio of 2000 people. A grou conservationists picket the p pollution its wastes are caus factory provides jobs for mo the area.
II There is a relationship between the complexity of American industrial society and the conflicts in human interaction.	A. To identify the relationship between conflicts in our everyday lives and human interaction	1. Ask the students to discuss the possible interpersonal conflict situations which may develop in their lives concerning the following: a. parents and other authoritative figures (police, the courts, etc.) b. schools c. employers d. friends, school and work associates (continued on next page)	1. Ask the students to do the f a. list and interpret three problems in their every b. identify possible reaso c. explain possible soluti 2. In a large group, ask eac Learning Activity 2 to rep conducted. As one team re should evaluate both the conclusions given.

ISTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. (continued)	1. (continued) e. dating relationships f. financial dependency g. uncertainty of the future 2. Divide the class into teams. Ask each team to plan, conduct, and analyze informal surveys to determine which of the above are the major sources of interpersonal conflicts among schoolmates and reach conclusions based on the information collected in the survey.	
B. To identify the relationship between social problems and human interaction in the community	1. Ask the students to identify and list what they consider the social problems of their own neighborhoods. Combine the students' lists in class. The list may include problems concerning the following: a. housing b. recreational facilities c. public health and other services d. poverty e. crime and delinquency f. education 2. Have the students collect and bring in illustrations, either pictorial or written, of the social problems discussed above. Use the lists and illustrations as springboards for class discussion. Guide the discussion by asking, "What role does human interaction play in promoting or alleviating these problems?" Ask the students to justify their answers and trace the relationship between human interaction and the problems.	1. Ask the students to explain in writing the possible causes of three social problems. 2. Ask the students to rank the social problems discussed in class, according to the degree of human interaction as a causative factor. Then, in small groups, have students form at least three generalizations about the relationship between human interaction and social problems. In large groups, compare the generalizations.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	A. (continued)	1. (continued) e. dating relationships f. financial dependency g. uncertainty of the future 2. Divide the class into teams. Ask each team to plan, conduct, and analyze informal surveys to determine which of the above are the major sources of interpersonal conflicts among schoolmates and reach conclusions based on the information collected in the survey.	
	B. To identify the relationship between social problems and human interaction in the community	1. Ask the students to identify and list what they consider the social problems of their own neighborhoods. Combine the students' lists in class. The list may include problems concerning the following: a. housing b. recreational facilities c. public health and other services d. poverty e. crime and delinquency f. education 2. Have the students collect and bring in illustrations, either pictorial or written, of the social problems discussed above. Use the lists and illustrations as springboards for class discussion. Guide the discussion by asking, "What role does human interaction play in promoting or alleviating these problems?" Ask the students to justify their answers and trace the relationship between human interaction and the problems.	1. Ask the students to expla possible causes of three socia 2. Ask the students to rank t discussed in class, accordin human interaction as a causa small groups, have students generalizations about the re human interaction and social groups, compare the generaliz

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
C. To identify the relationship between economic problems and human interaction in the community	Divide the class into groups of five. Ask each group to assume that they are the Community Human Relations Board with a $1 million budget. Their task is to improve human relations in the community by alleviating economic problems. Have the students prepare a proposed budget for meeting needs in areas such as unemployment, cost of living, taxation, immigration, etc. Have the students explain how their proposed use of funds will affect human relations in the community.	1. Ask the students to identify the economic factors discussed in class which hinder and/or promote effective interactions. 2. Have the students compare and contrast the budgets prepared in the Learning Activity and reach a consensus on the best use of the funds.
D. To identify the relationship between political problems and human interaction in the community	Ask each student to assume one of the roles listed below and consider how he will respond when confronted with political problems that may arise in each of the areas. Each student should present his reactions to the class, relating the following: a. how he is affected by the problem in each of the potential problem areas b. how he responds to the problems c. how he feels the problems can be alleviated *Roles*: Vietnam veteran; 18-year-old; an immigrant; a welfare recipient; an illiterate; a migrant worker; a retired person; a property owner; a hippie; a doctor; a parent *Potential Problem Areas*: voter registration; voter participation; membership in political parties; priorities in public spending; availability of public officials; community leadership; effectiveness of court system; involvement in political campaigns	Divide the students into small groups. Ask each group to develop and present at least three recommendations for using effective human relations to improve the political situations in the community. (For example, one group might devise a plan for increasing voter registration in the community; another group might propose ways by which public officials would become more available to the community.)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	C. To identify the relationship between economic problems and human interaction in the community	Divide the class into groups of five. Ask each group to assume that they are the Community Human Relations Board with a $1 million budget. Their task is to improve human relations in the community by alleviating economic problems. Have the students prepare a proposed budget for meeting needs in areas such as unemployment, cost of living, taxation, immigration, etc. Have the students explain how their proposed use of funds will affect human relations in the community.	1. Ask the students to iden factors discussed in class v promote effective interactio 2. Have the students compar budgets prepared in the Le reach a consensus on the be
	D. To identify the relationship between political problems and human interaction in the community	Ask each student to assume one of the roles listed below and consider how he will respond when confronted with political problems that may arise in each of the areas. Each student should present his reactions to the class, relating the following: a. how he is affected by the problem in each of the potential problem areas b. how he responds to the problems c. how he feels the problems can be alleviated *Roles*: Vietnam veteran; 18-year-old; an immigrant; a welfare recipient; an illiterate; a migrant worker; a retired person; a property owner; a hippie; a doctor; a parent *Potential Problem Areas*: voter registration; voter participation; membership in political parties; priorities in public spending; availability of public officials; community leadership; effectiveness of court system; involvement in political campaigns	Divide the students into sma group to develop and pre recommendations for usin relations to improve the po the community. (For examp devise a plan for increasing the community; another gr ways by which public offi more available to the commu

TRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	(continued) More roles and potential problem areas may be determined by the teacher or students.	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
II. (continued)	D. (continued)	(continued) More roles and potential problem areas may be determined by the teacher or students.	

FACTORS IN HUMAN RELATIONS

EFFECTIVENESS OF COMMUNICATION

FACTORS IN HUMAN RELATIONS

EFFECTIVENESS OF COMMUNICATIONS

UNIT IV. EFFECTIVENESS OF COMMUNICATION

OVERVIEW

FOCUS: Factors in Human Relations: Effectiveness of Communication

BROAD AIM: The learner demonstrates understanding of himself and his environment.

BROAD GOAL: The learner demonstrates understanding of himself and of his characteristic way of communicating with other people.

GENERALIZATION: I. Language is social; it enables us to achieve cultural and intellectual cooperation, making progress possible.

OBJECTIVES:

A. To recognize that words are symbols for the extensional world

B. To recognize that one word can symbolize many things, and conversely, one thing can be symbolized by many words

C. To realize that understanding comes, not from dealing with words, but from dealing with the things which they symbolize

D. To differentiate among reports, inferences, and judgments

E. To recognize some of the factors which affect communication (e.g., vocal factors, gender, race, etc.)

F. To practice the skills necessary to understand another person's point of view

G. To become sensitive to the act of communication as a two-way process

GENERALIZATION: II. Skill in the use of listening, questioning, silence and nonverbal cues, and reinforcement promote effective communication.

OBJECTIVES:

A. To stress the significance of the listener's role in the communication process

B. To develop and evaluate skills in questioning, silence and nonverbal cues, and reinforcement as techniques for promoting effective communication

FACTORS IN HUMAN RELATIONS: EFFECTIVENESS OF COMMUNICATION

AIM: The learner demonstrates understanding of himself and his environment.

The learner demonstrates understanding of himself and of his characteristic way of perceiving other people and communicating with them.

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. To recognize that words are symbols for the extensional world	1. Discuss and define the term *communication.* 2. Discuss with students the *symbolic process.* Ask them to give examples of the following: a. symbols of achievement (merit badges, letters, certificates, medals, etc.) b. symbols of success (expensive cars, homes in certain areas, etc.) c. symbols of social prestige (clothes of a certain brand, membership in exclusive clubs, cars, etc.) Ask students to differentiate between the symbols and the things symbolized. Is there some relationship between the two or is the symbol arbitrarily established? Do human beings struggle for the things symbolized or only for the symbols? (For example, are there people who want a college degree for the status it gives them, rather than the intellectual awareness and education that the degree represents?) 3. "Words are maps for the territory of the real world." Have students discuss this concept, then make "word maps" of the following, keeping in mind that the more specific a map is, the more valuable it is to a traveler. a. a paper clip b. the classroom c. another person in the room	Ask students to bring to class and discuss clippings from magazines and newspapers illustrating symbolism in our society. Examples could include both words and pictures.

FOCUS:	FACTORS IN HUMAN RELATIONS: EFFECTIVENESS OF COMMUNICATION
SOCIAL STUDIES BROAD AIM:	The learner demonstrates understanding of himself and his environment.
SOCIAL STUDIES GOAL:	The learner demonstrates understanding of himself and of his characteristic way of perceiving other people and commu them.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. Language is social; it enables us to achieve cultural and intellectual cooperation, making progress possible.[1]	A. To recognize that words are symbols for the extensional world	1. Discuss and define the term *communication.* 2. Discuss with students the *symbolic process*. Ask them to give examples of the following: a. symbols of achievement (merit badges, letters, certificates, medals, etc.) b. symbols of success (expensive cars, homes in certain areas, etc.) c. symbols of social prestige (clothes of a certain brand, membership in exclusive clubs, cars, etc.) Ask students to differentiate between the symbols and the things symbolized. Is there some relationship between the two or is the symbol arbitrarily established? Do human beings struggle for the things symbolized or only for the symbols? (For example, are there people who want a college degree for the status it gives them, rather than the intellectual awareness and education that the degree represents?) 3. "Words are maps for the territory of the real world." Have students discuss this concept, then make "word maps" of the following, keeping in mind that the more specific a map is, the more valuable it is to a traveler. a. a paper clip b. the classroom c. another person in the room	Ask students to bring to clippings from magazine illustrating symbolism in ou could include both words and

[1] Concepts in this section of the unit are based on ideas presented by S. I. Hayakawa in his book, *Language in Thought and Action.* (New York: Harcourt, Brace and World, Inc., 1964).

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. (continued)	3. (continued) d. the experience of an emotion (love, anger, hate, etc.) This exercise should help students to realize how difficult it is to state specifically what something or someone is without coloring their descriptions with inferences and judgments. 4. Ask the students to describe their feelings when someone uses words they do not understand. Have them discuss ways in which they can cope with the problem and establish communication.	
B. To recognize that one word can symbolize many things, and conversely, one thing can be symbolized by many words	1. Some things are symbolized by more than one word. Have students list the possible words that symbolize: Mother (Mrs. Jones, Ann, secretary, daughter, wife, neighbor, sister, woman, friend, etc.); home; myself. Discuss: How does the symbol used affect the receiver's impression of what is symbolized? Does "Mother" bring the same images to mind as "Mrs. Jones"? Does the symbol affect what is being symbolized or just the impression of it? 2. Duplicate and distribute Study Sheet No. 8 entitled "Variance in Meaning." Have students do the exercise, either orally or in writing, then discuss the implications for communication between individuals and groups of people.	Words are not always interpreted in the same way by all people. Write the following words on the chalkboard: a. thirst b. hunger c. sleep d. home e. family f. work g. truth h. duty i. religion j. peace k. equality l. freedom Ask the students to discuss the meanings that are usually ascribed to these words. Guide the discussion to show that the first three words probably have similar meanings for most individuals, but the remaining words have emotional connotations which cause the meanings to vary.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
I. (continued)	A. (continued)	3. (continued) d. the experience of an emotion (love, anger, hate, etc.) This exercise should help students to realize how difficult it is to state specifically what something or someone is without coloring their descriptions with inferences and judgments. 4. Ask the students to describe their feelings when someone uses words they do not understand. Have them discuss ways in which they can cope with the problem and establish communication.	
	B. To recognize that one word can symbolize many things, and conversely, one thing can be symbolized by many words	1. Some things are symbolized by more than one word. Have students list the possible words that symbolize: Mother (Mrs. Jones, Ann, secretary, daughter, wife, neighbor, sister, woman, friend, etc.); home; myself. Discuss: How does the symbol used affect the receiver's impression of what is symbolized? Does "Mother" bring the same images to mind as "Mrs. Jones"? Does the symbol affect what is being symbolized or just the impression of it? 2. Duplicate and distribute Study Sheet No. 8 entitled "Variance in Meaning." Have students do the exercise, either orally or in writing, then discuss the implications for communication between individuals and groups of people.	Words are not always inte way by all people. Write th the chalkboard: a. thirst g. b. hunger h. c. sleep i. d. home j. e. family k. f. work l. Ask the students to discu are usually ascribed to thes discussion to show that th probably have similar m individuals, but the rem emotional connotations meanings to vary.

STUDY SHEET NO. 8

VARIANCE IN MEANING

Many words in the English language vary in meaning according to the profession, age, or home of the speaker. Interpret the following sentences as the people given below would understand them. Write complete sentences for your interpretations. (Sample answers are in parentheses.)

1. Hang five.
   a. lynch mob (Hang five men.)
   b. surfer (Stand on the end of the surf board, with five toes over the edge.)
   c. washerwoman (Hang five pieces of laundry on the clothesline.)
2. Watch the bridge.
   a. engineer (Watch the bridge over the river.)
   b. dentist (Watch the dental bridge in the patient's mouth.)
   c. sailor (Watch the captain's bridge on the ship.)
3. The carriage is broken.
   a. secretary (The typewriter carriage is broken.)
   b. footman (The horse-drawn carriage is broken.)
   c. nursemaid (The baby's carriage is broken.)
4. It's light.
   a. camper (Daylight is here.)
   b. weight-lifter (The weight is not heavy.)
   c. baker (The dough is airy.)
5. My wheels are gone.
   a. teen-ager (My car is gone.)
   b. clock repairman (The clock wheels are gone.)
   c. auto mechanic (The wheels for the car are gone.)

List five other words or statements that could be interpreted in different ways, and give the various meanings.

(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
C. To realize that understanding comes, not from dealing with words, but from dealing with things which they symbolize	1. We have a tendency to become so involved with words that we sometimes find ourselves removed from the specific things they symbolize. Practice in using concrete words instead of abstract ones should help bring students closer to what is symbolized. Example: living thing, animal, dog, German shepherd, Rover. Have students make similar "ladders of abstraction"[2] for these words, working from the general to the specific: human being, building, printed matter. 2. All too frequently, we use the same process of generalization and abstraction when dealing with people. We generalize by socioeconomic groups, race, student bodies, nationalities, communities, etc. Discuss some misconceptions about groups of people that tend to defeat understanding, cooperation, and progress. Examples: Blondes have more fun. White people are more intelligent than Black people. The British are snobs. All long-haired boys are hippies. (Encourage students to discuss generalizations made about specific groups in the school.)	1. Ask students to rewrite the sentences below, making them specific rather than general: a. They watched with emotion as it passed. (Examples: The townspeople watched with sadness as the soldiers passed. The senators watched in sorrow as the funeral passed. b. The situation was definitely impressive. c. Feeling for the deprived child soon replaced emotion for the concerned relative. 2. Ask students to list five groups of people represented in the school and three characteristics likely to be attributed to members of each group.
D. To differentiate among reports, inferences, and judgments	1. Discuss the following terms: a. *report*—"a statement that is capable of verification; one that excludes inferences and judgments"[3] b. *inference*—"a statement about the unknown made on the basis of the known"[4] c. *judgment*—a person's expression of "approval or disapproval of the occurrences, persons, or objects he is describing"[5] 2. Show the class a picture with many details. Ask them to present orally or write— a. a report of the picture; b. inferences drawn from it; c. judgments based on it. (continued on next page)	Then ask students to bring to class appropriate clippings from newspapers or news magazines. Cite examples of reports, inferences, and judgments. Divide the class into triads to do the following: a. Select one of their three articles. b. Identify and separate statements which are reports, inferences, or judgments. c. Rewrite the article, each student using only one of the three elements in the article. d. Compare the three rewritten versions. Form new groups of six students each. Have each student read his article (or a portion of it). Other students are to determine whether his article is based on reports, inferences, or judgments.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	C. To realize that understanding comes, not from dealing with words, but from dealing with things which they symbolize	1. We have a tendency to become so involved with words that we sometimes find ourselves removed from the specific things they symbolize. Practice in using concrete words instead of abstract ones should help bring students closer to what is symbolized. Example: living thing, animal, dog, German shepherd, Rover. Have students make similar "ladders of abstraction"[2] for these words, working from the general to the specific: human being, building, printed matter. 2. All too frequently, we use the same process of generalization and abstraction when dealing with people. We generalize by socioeconomic groups, race, student bodies, nationalities, communities, etc. Discuss some misconceptions about groups of people that tend to defeat understanding, cooperation, and progress. Examples: Blondes have more fun. White people are more intelligent than Black people. The British are snobs. All long-haired boys are hippies. (Encourage students to discuss generalizations made about specific groups in the school.)	1. Ask students to rewrite th making them specific rather a. They watched with er (Examples: The townsp sadness as the soldiers p watched in sorrow as th b. The situation was defini c. Feeling for the dea replaced emotion fo relative. 2. Ask students to list five represented in the s characteristics likely to members of each group.
	D. To differentiate among reports, inferences, and judgments	1. Discuss the following terms: a. *report*—"a statement that is capable of verification; one that excludes inferences and judgments"[3] b. *inference*—"a statement about the unknown made on the basis of the known"[4] c. *judgment*—a person's expression of "approval or disapproval of the occurrences, persons, or objects he is describing"[5] 2. Show the class a picture with many details. Ask them to present orally or write— a. a report of the picture; b. inferences drawn from it; c. judgments based on it.	Then ask students to bring clippings from newspapers Cite examples of report judgments. Divide the class following: a. Select one of their three b. Identify and separate st reports, inferences, or ju c. Rewrite the article, eac one of the three elemen d. Compare the three rewr Form new groups of six st each student read his article Other students are to dete article is based on repo judgments.

[3] *Ibid.*, p. 38.
[4] *Ibid.*, p. 40.
[5] *Ibid.*, p. 42.

(continued on next page)

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
D. (continued)	2. (continued) In small groups compare the words used by different people to communicate ideas based on the same picture. Try to identify the number of different ideas introduced.	
E. To recognize some of the factors which affect communication (e.g., vocal factors, gender, race, etc.)	*Vocal Factors* 1. Initiate a discussion concerning the effects of intonation, word emphasis (stress), pitch, facial expressions, and gestures on communication. Let students vary those factors (especially stress) in repeating the sentences below. a. What's that ahead in the road? (What's that? A head in the road?) b. I love you. c. I didn't say he stole my money. Ask students to explain how the variations in vocal factors influence the meaning of the sentences. 2. Have students consider these questions: Do different voices *make different impressions* on people? What is the usual reaction to a deep, well-modulated voice? a high-pitched, strident voice? a whining voice? Relate reactions and implications from those questions to different languages. Ask students: When you hear a person speak a different language, how do you respond to the variation in tone and inflection? (For example, compare the differences between French, a melodic language, and German, a guttural language.) Is your response directed to the language alone, or to the speaker? How do these kinds of responses affect communication between groups of people? (If recordings of native speakers of various languages could be obtained for students to hear, or if students could make recordings of persons speaking different languages, this activity could be extended and specific responses discussed.)	1. Have students list three specific problems which might be encountered in communicating with a person of another cultural or geographic environment, race or experiential background. 2. Ask the students to analyze in writing the difficulties in communication faced in the following situations concerning sexual roles: a. Mrs. Smith, as an official in a large company, is the only woman present at an important board meeting. b. Bill, an artist, is the only nonathletic man at his class reunion picnic. c. Mary is the only girl in her clss who wants to study science. She's interested in chemistry and plans to apply to an engineering college. d. Carmen, who graduated near the top of her class, is being interviewed for a supervising job with a company which has never hired a woman for a management position. She has worked for the company during several summer vacations as a clerk-typist and established a record as a conscientious worker. 3. Given a list of specific school problems generated by desegregation, students will choose one problem, make suggestions involving an improved system of communication for solving the problem and suggest a plan to prevent similar problems in the future.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	D. (continued)	2. (continued) In small groups compare the words used by different people to communicate ideas based on the same picture. Try to identify the number of different ideas introduced.	
	E. To recognize some of the factors which affect communication (e.g., vocal factors, gender, race, etc.)	*Vocal Factors* 1. Initiate a discussion concerning the effects of intonation, word emphasis (stress), pitch, facial expressions, and gestures on communication. Let students vary those factors (especially stress) in repeating the sentences below. a. What's that ahead in the road? (What's that? A head in the road?) b. I love you. c. I didn't say he stole my money. Ask students to explain how the variations in vocal factors influence the meaning of the sentences. 2. Have students consider these questions: Do different voices *make different impressions* on people? What is the usual reaction to a deep, well-modulated voice? a high-pitched, strident voice? a whining voice? Relate reactions and implications from those questions to different languages. Ask students: When you hear a person speak a different language, how do you respond to the variation in tone and inflection? (For example, compare the differences between French, a melodic language, and German, a guttural language.) Is your response directed to the language alone, or to the speaker? How do these kinds of responses affect communication between groups of people? (If recordings of native speakers of various languages could be obtained for students to hear, or if students could make recordings of persons speaking different languages, this activity could be extended and specific responses discussed.)	1. Have students list three speci might be encountered in con person of another cultur environment, race or experi 2. Ask the students to analy difficulties in communicat following situations concernin a. Mrs. Smith, as an o company, is the only w important board meetin b. Bill, an artist, is the on at his class reunion picn c. Mary is the only girl in to study science. S chemistry and plans engineering college. d. Carmen, who graduated class, is being interview job with a company wh a woman for a manage has worked for the com summer vacations as established a record worker. 3. Given a list of specific generated by desegregation, s one problem, make sugges improved system of commu the problem and suggest similar problems in the futur

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
. (continued)	3. Discuss the terminology, attitudes, grammar, etc., in different "levels of language," the styles used in communicating with different people—friends, adults in authority, strangers, etc. Mention ways in which language contributes to the generation gap. What are words in the students' vocabularies that members of the older generation are not likely to know or understand? Compare interpretations of words used by the younger generation with meanings ascribed to the same words by the older generation. Include such words as right on, uptight, chopper, etc. 4. Discuss the comparative effects of each of the following aspects of communication: accent, use of slang and colloquialisms, professional and technical jargon, geographic background, cultural differences. 5. Ask a student who speaks English as a second language to describe some of the difficulties involved in communicating with a person who has learned English as his native tongue. *Factors Related to Gender* 6. Encourage the students to discuss the way in which their thinking and communication processes have been shaped by male or female role-playing. Ask the students to list the following: a. the kinds of toys which they were given in their childhood b. the games which they played c. responsibilities assigned at home d. parental expectations based on gender e. peer group expectations based on gender	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	E. (continued)	3. Discuss the terminology, attitudes, grammar, etc., in different "levels of language," the styles used in communicating with different people—friends, adults in authority, strangers, etc. Mention ways in which language contributes to the generation gap. What are words in the students' vocabularies that members of the older generation are not likely to know or understand? Compare interpretations of words used by the younger generation with meanings ascribed to the same words by the older generation. Include such words as right on, uptight, chopper, etc. 4. Discuss the comparative effects of each of the following aspects of communication: accent, use of slang and colloquialisms, professional and technical jargon, geographic background, cultural differences. 5. Ask a student who speaks English as a second language to describe some of the difficulties involved in communicating with a person who has learned English as his native tongue. *Factors Related to Gender* 6. Encourage the students to discuss the way in which their thinking and communication processes have been shaped by male or female role-playing. Ask the students to list the following: a. the kinds of toys which they were given in their childhood b. the games which they played c. responsibilities assigned at home d. parental expectations based on gender e. peer group expectations based on gender	

NSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
E. (continued)	7. Ask the class to consider and prepare a paragraph concerning one of the following situations: a. You have a personal problem that is worrying you considerably. A friend asks you what the trouble is. What would you reply if the friend is of the same sex? the opposite sex? b. You are in a bad mood one morning and make a nasty reply to a classmate's joking. Later on you are sorry because you like that person. What will you say next time you see that classmate if he or she is of the same sex? the opposite sex? c. Someone you are talking to after class voices an opinion that you think is despicable. How would you react if that person is of the same sex? the opposite sex? Conduct a class discussion on the difficulties that students may encounter while communicating with members of the opposite sex. Why do they think these difficulties exist? List reasons on the chalkboard. 8. Ask the students to write five or six words which describe qualities that they think females should exemplify; repeat the process to identify qualities that they think males should exemplify. Compare the responses of male and female students. How will these responses affect the communication process? 9. Direct the students to reverse their male and female identification by role-playing the opposite sex in such situations as asking for a date, shopping for a dress, attending a hen party or bull session, etc. 10. Have female students list the ten things that they think males talk about most. Have male students list the ten things they think females talk about most. See how many subjects are found on both lists. Discuss the implications. Then compare the results with lists compiled by students of each sex of the things they do talk about most.	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	E. (continued)	7. Ask the class to consider and prepare a paragraph concerning one of the following situations: a. You have a personal problem that is worrying you considerably. A friend asks you what the trouble is. What would you reply if the friend is of the same sex? the opposite sex? b. You are in a bad mood one morning and make a nasty reply to a classmate's joking. Later on you are sorry because you like that person. What will you say next time you see that classmate if he or she is of the same sex? the opposite sex? c. Someone you are talking to after class voices an opinion that you think is despicable. How would you react if that person is of the same sex? the opposite sex? Conduct a class discussion on the difficulties that students may encounter while communicating with members of the opposite sex. Why do they think these difficulties exist? List reasons on the chalkboard. 8. Ask the students to write five or six words which describe qualities that they think females should exemplify; repeat the process to identify qualities that they think males should exemplify. Compare the responses of male and female students. How will these responses affect the communication process? 9. Direct the students to reverse their male and female identification by role-playing the opposite sex in such situations as asking for a date, shopping for a dress, attending a hen party or bull session, etc. 10. Have female students list the ten things that they think males talk about most. Have male students list the ten things they think females talk about most. See how many subjects are found on both lists. Discuss the implications. Then compare the results with lists compiled by students of each sex of the things they do talk about most.	

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
. (continued)	11. Have students perform pantomines to show the stages of development, role expectations, and dress of males and females (preschool, school age, teen, young adult, parent). Show possible exceptions from the expected roles and the consequences of such exceptions. *Racial and Ethnic Factors* 12. Present the following exercise to the class: In the town of Maybe somewhere south of Now live members of an ethnic group called the Yri. They are disliked and avoided by the other townspeople, who really know very little about them. Suppose one of your friends was driving through the town and stopped for a cold drink. One of the Yri came up and asked him a question in a pleasant voice. Write a paragraph describing the conversation they might have. Could they decide to go and have the cold drink together? Now suppose that the Yri had asked the same question of one of the townspeople in the same tone of voice. Write a paragraph describing their conversation. Do you think they might go and have a drink together? Compare the two conversations. How are they different? Why are they different? What does this lead you to conclude about the relationship between preconceptions and communication? 13. Have the students do individual research on instances of racial or ethnic prejudice in our country's past. Suggested topics might include any of the following: a. Japanese during World War I b. American Indians during the settling of the West c. Irish during the eighteenth century d. Welsh coal miners e. Poles and Germans in the Midwest (continued on next page)	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT
I. (continued)	E. (continued)	11. Have students perform pantomines to show the stages of development, role expectations, and dress of males and females (preschool, school age, teen, young adult, parent). Show possible exceptions from the expected roles and the consequences of such exceptions. *Racial and Ethnic Factors* 12. Present the following exercise to the class: In the town of Maybe somewhere south of Now live members of an ethnic group called the Yri. They are disliked and avoided by the other townspeople, who really know very little about them. Suppose one of your friends was driving through the town and stopped for a cold drink. One of the Yri came up and asked him a question in a pleasant voice. Write a paragraph describing the conversation they might have. Could they decide to go and have the cold drink together? Now suppose that the Yri had asked the same question of one of the townspeople in the same tone of voice. Write a paragraph describing their conversation. Do you think they might go and have a drink together? Compare the two conversations. How are they different? Why are they different? What does this lead you to conclude about the relationship between preconceptions and communication? 13. Have the students do individual research on instances of racial or ethnic prejudice in our country's past. Suggested topics might include any of the following: a. Japanese during World War I b. American Indians during the settling of the West c. Irish during the eighteenth century d. Welsh coal miners e. Poles and Germans in the Midwest (continued on next page)	

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
E. (continued)	13. (continued) Since several students will be working on each topic, have each group pool the results of its members' individual research and present a joint report to the class. Instruct the students to pay particular attention to the part language has played in social assimilation. What conclusions can the class draw about prejudice and the lines of communication in social interaction? 14. Present pictures illustrating stereotyped preconceptions of minority groups. (These activities are not designed to strengthen prejudice but to show how blocks to communications might occur through stereotyping.) 15. Write on the chalkboard the names of ethnic groups or nationalities, such as Orientals, Negroes, Italians, English, Americans, Cubans, and Irish. Then write a list of descriptive terms, and have the students relate each term to a nationality or ethnic group. The following terms may be used: shrewd, mercenary, industrious, superstitious, lazy, happy-go-lucky, artistic, impulsive, passionate, sportsman-like, intelligent, pugnacious, quick-tempered, witty, materialistic, conventional. Ask the class if they know individuals belonging to these groups who do not fit these stereotypes. Discuss the process of stereotyping and the effects it may have on individuals. 16. Discuss possible negative or positive effects of ethnic humor on the communication process. 17. Have students write autobiographical sketches, imagining themselves to be members of another race or nationality. What would the imagined self think of the real self if they were to meet? What would the real self think of the imagined self?	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	E. (continued)	13. (continued) Since several students will be working on each topic, have each group pool the results of its members' individual research and present a joint report to the class. Instruct the students to pay particular attention to the part language has played in social assimilation. What conclusions can the class draw about prejudice and the lines of communication in social interaction? 14. Present pictures illustrating stereotyped preconceptions of minority groups. (These activities are not designed to strengthen prejudice but to show how blocks to communications might occur through stereotyping.) 15. Write on the chalkboard the names of ethnic groups or nationalities, such as Orientals, Negroes, Italians, English, Americans, Cubans, and Irish. Then write a list of descriptive terms, and have the students relate each term to a nationality or ethnic group. The following terms may be used: shrewd, mercenary, industrious, superstitious, lazy, happy-go-lucky, artistic, impulsive, passionate, sportsman-like, intelligent, pugnacious, quick-tempered, witty, materialistic, conventional. Ask the class if they know individuals belonging to these groups who do not fit these stereotypes. Discuss the process of stereotyping and the effects it may have on individuals. 16. Discuss possible negative or positive effects of ethnic humor on the communication process. 17. Have students write autobiographical sketches, imagining themselves to be members of another race or nationality. What would the imagined self think of the real self if they were to meet? What would the real self think of the imagined self?	

ISTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
F. To practice the skills necessary to understand another person's point of view	1. Lead a class discussion or debate on a controversial subject. When students have begun debating the issue and seem unlikely to reach agreement, stop the discussion and impose the following restriction: before anyone may make a statement, he must first repeat in his own words the idea presented by the preceding speaker, to that speaker's satisfaction. In other words, he must understand and be able to relate the opposing viewpoint. Continue the discussion, then let students compare the effectiveness of communication before and after the rule was imposed upon them. (They will probably conclude that some of the main deterrents to communication are poor listening habits and failure to recognize the other persons's point of view.) 2. Although there are many forms of nonverbal communication, we reach most of our understandings of the world around us and of each other through linguistic processes. Divide the class into pairs. Have each pair of students discuss attitudes toward and feelings about a pertinent issue—not seeking information, but the other person's feelings, attitudes, and opinions, and his reasons for them. Leading questions for the students to use would be: How do you feel about____? Why do you feel that way? Would your opinion change if you were ____? (Vary factors of age, sex, experience, status of person involved.)	1. Present to students a controversial proposed change (in the school, city, county, etc.). Have each student write three paragraphs, one supporting the change, one opposing it, and one summarizing and/or synthesizing the two viewpoints. Evaluate the papers on how objectively the students are able to consider varying points of view. 2. Evaluate through a large group discussion the paired interviews (Learning Activity I, F, 2). How effective was the communication? Did you learn anything about the issue? If so, what? Did you learn anything about your partner? If so, what? Was the communication more effective because of the linguistic concepts studied in this unit?
G. To become sensitive to the act of communication as a two-way process	1. Conduct the following experiment in language: a. Give one student a page with a drawing of simple geometric patterns. Have him turn his back to the class and describe the drawing as the rest of the students attempt to reproduce it on their own papers. They may not ask questions; they simply follow directions as given by the directing student. b. Compare the original drawing with the students' drawings. There will be some who were unable to reproduce the original, either because the instructions were not clear, because they did not listen well, or because they did not understand what was being said. (continued on next page)	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
I. (continued)	F. To practice the skills necessary to understand another person's point of view	1. Lead a class discussion or debate on a controversial subject. When students have begun debating the issue and seem unlikely to reach agreement, stop the discussion and impose the following restriction: before anyone may make a statement, he must first repeat in his own words the idea presented by the preceding speaker, to that speaker's satisfaction. In other words, he must understand and be able to relate the opposing viewpoint. Continue the discussion, then let students compare the effectiveness of communication before and after the rule was imposed upon them. (They will probably conclude that some of the main deterrents to communication are poor listening habits and failure to recognize the other persons's point of view.) 2. Although there are many forms of nonverbal communication, we reach most of our understandings of the world around us and of each other through linguistic processes. Divide the class into pairs. Have each pair of students discuss attitudes toward and feelings about a pertinent issue—not seeking information, but the other person's feelings, attitudes, and opinions, and his reasons for them. Leading questions for the students to use would be: How do you feel about____? Why do you feel that way? Would your opinion change if you were ____? (Vary factors of age, sex, experience, status of person involved.)	1. Present to students a co change (in the school, city each student write thr supporting the change, one summarizing and/or syn viewpoints. Evaluate th objectively the students a varying points of view. 2. Evaluate through a large g paired interviews (Learnin How effective was the comm learn anything about the iss you learn anything about what? Was the communica because of the linguistic con unit?
	G. To become sensitive to the act of communication as a two-way process	1. Conduct the following experiment in language: a. Give one student a page with a drawing of simple geometric patterns. Have him turn his back to the class and describe the drawing as the rest of the students attempt to reproduce it on their own papers. They may not ask questions; they simply follow directions as given by the directing student. b. Compare the original drawing with the students' drawings. There will be some who were unable to reproduce the original, either because the instructions were not clear, because they did not listen well, or because they did not understand what was being said.	

(continued on next page)

STRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
(continued)	1. (continued) c. Give the directing student another drawing. Let him describe it to the class while they draw, this time facing the group and answering questions that students may ask to clarify instructions. d. Lead a class discussion about the advantages of two-way communication over one-way communication. 2. Select two students to tell stories to the class. Send them out of the room to prepare their presentations. While they are out, instruct the class to respond to the first speaker with positive attending behavior, listening carefully and displaying interest in what he is saying, and to respond negatively to the second speaker by being inattentive and noncommunicative. After the presentations, ask the speakers for their reactions and feelings, both emotional and intellectual, and let the class determine the effects of their responses on both speaker and listener. Have them generalize about the two-sided nature of communication.	The following exercise requires two tables and chairs, and two relatively simple geometric puzzles, alike in every respect except that pieces will be of different colors. (Puzzles may be made of heavy cardboard colored with water paint or crayons.) a. Seat two students at the tables with their backs to each other. Give student A one of the puzzles, already assembled. Give student B the other puzzle, unassembled. The rest of the students are spectators. b. Instruct student A to give directions to student B so that he can assemble the puzzle. Student B is not permitted to talk. He may only try to follow directions as given by student A. c. If student A fails to give suitable directions for completing the puzzle, rotate remaining students in the class to A's position until someone tells student B what he needs to know to assemble the puzzle. d. Lead a class discussion, using these questions as guidelines. Was it difficult to follow A's directions? Why or why not? What would have helped B to understand more readily what to do? What kind of situations in our daily lives do we encounter when we need to understand another person's ideas? Why do words frequently convey one meaning to the speaker but another to the listener? What kind of false assumptions do we make in communicating with others? (A probably assumed that B's puzzle pieces were the same color as his.) What are problems that break down communication? What would have made A's task easier? Why do we need (continued on next page)

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
I. (continued)	G. (continued)	1. (continued) c. Give the directing student another drawing. Let him describe it to the class while they draw, this time facing the group and answering questions that students may ask to clarify instructions. d. Lead a class discussion about the advantages of two-way communication over one-way communication. 2. Select two students to tell stories to the class. Send them out of the room to prepare their presentations. While they are out, instruct the class to respond to the first speaker with positive attending behavior, listening carefully and displaying interest in what he is saying, and to respond negatively to the second speaker by being inattentive and noncommunicative. After the presentations, ask the speakers for their reactions and feelings, both emotional and intellectual, and let the class determine the effects of their responses on both speaker and listener. Have them generalize about the two-sided nature of communication.	The following exercise requ chairs, and two relatively puzzles, alike in every respec will be of different colors. (P of heavy cardboard colored crayons.) a. Seat two students at t backs to each other. Gi the puzzles, already student B the other pu The rest of the students b. Instruct student A to student B so that he puzzle. Student B is no He may only try to fo given by student A. c. If student A fails to give for completing the puzz students in the class to someone tells student B know to assemble the pu d. Lead a class discuss questions as guidelines. follow A's directions? What would have helpe more readily what to situations in our da encounter when we ne another person's ideas frequently convey one speaker but another to kind of false assumptio communicating with ot assumed that B's puzz same color as his.) What break down communica have made A's task easie (conti

NSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
G. (continued)		d. (continued) feedback when trying to express ourselves? What can we do to make our daily communication more effective? The teacher should use this discussion to assess individual student's knowledge of the skills involved in communication as a two-way process.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT I
I. (continued)	G. (continued)		d. (continued) feedback when trying What can we do communication more The teacher should use th individual student's know involved in communicat process.

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. To stress the significance of the listener's role in the communication process	Make copies of Study Sheet No. 9, entitled "Consultee-Consultant-Observer Roles" (see page following this activity) and distribute to each student.[6] Discuss and clarify each role, explaining that the purpose of the exercise will be to identify the effects of listening as it relates to effective communication. Have the students arbitrarily form into triads and select roles to play. The consultee should select a problem with which he would like help and share his problem with the consultant. Set a time limit on the activity (e.g., five minutes); then rotate roles so that each member of the triad has an opportunity to fill all three roles. Write the following headings on the chalkboard: a. What I Learned about Being a Consultee b. What I Learned about Being a Consultant (listener) c. What I Learned about Being an Observer Conduct a brainstorming session with the students. Ask for their responses for one category at a time and have a student classify responses on the board. When one column has been filled, move to the next until all ideas have been recorded. Use the following guidelines to help the students realize the factors involved in playing each role: *What I Learned about Being a Consultee* a. difficulty of making problem precise b. satisfaction of having someone listen c. difficulty in admitting having a problem d. need to have an atmosphere of friendliness and trust	Based on the brainstorming session, ask each student to write a one-sentence generalization about the significance of the listener's role in the communication process. Five minutes is ample time for this task. Then ask students to form into triads and, through the processes of discussion, evaluation, and modification, reach a consensus on a generalization which they will present to the class. A representative of each triad will share the group's generalization with the class.

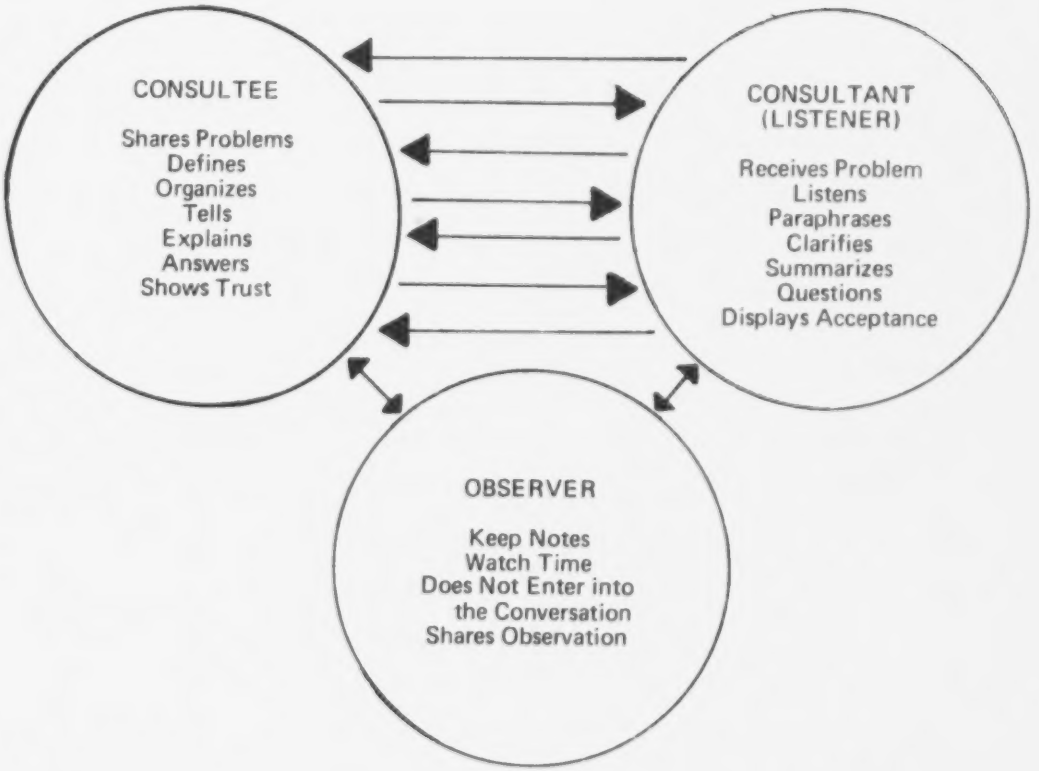
GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITE
II. Skill in the use of listening, questioning, silence and nonverbal cues, and reinforcement promote effective communication. [6]This activity is adapted from the work of Dr. John F. Croghan, University of Miami, Coral Gables, Florida.	A. To stress the significance of the listener's role in the communication process	Make copies of Study Sheet No. 9, entitled "Consultee-Consultant-Observer Roles" (see page following this activity) and distribute to each student.[6] Discuss and clarify each role, explaining that the purpose of the exercise will be to identify the effects of listening as it relates to effective communication. Have the students arbitrarily form into triads and select roles to play. The consultee should select a problem with which he would like help and share his problem with the consultant. Set a time limit on the activity (e.g., five minutes); then rotate roles so that each member of the triad has an opportunity to fill all three roles. Write the following headings on the chalkboard: a. What I Learned about Being a Consultee b. What I Learned about Being a Consultant (listener) c. What I Learned about Being an Observer Conduct a brainstorming session with the students. Ask for their responses for one category at a time and have a student classify responses on the board. When one column has been filled, move to the next until all ideas have been recorded. Use the following guidelines to help the students realize the factors involved in playing each role: *What I Learned about Being a Consultee* a. difficulty of making problem precise b. satisfaction of having someone listen c. difficulty in admitting having a problem d. need to have an atmosphere of friendliness and trust	Based on the brainstormin student to write a one-sent about the significance of the communication process. Fiv time for this task. Then as into triads and, through discussion, evaluation, and m consensus on a generalizati present to the class. A repr triad will share the group's the class.

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
A. (continued)	(continued) e. help in clarifying issues by talking about problems f. help in becoming aware of alternatives *What I Learned About Being a Consultant* a. impossibility of solving a problem for someone else b. difficulty in asking meaningful questions c. difficulty of refraining from telling others what to do d. need to listen for the hidden meaning behind oral and body language e. difficulty of understanding problem from someone else's point of view f. frustration from inability to solve problem *What I Learned About Being An Observer* a. development of more awareness of behavior in others b. difficulty of remaining aloof and keeping quiet c. need to be good listener to follow the interactions,	

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT IT
II. (continued)	A. (continued)	(continued) e. help in clarifying issues by talking about problems f. help in becoming aware of alternatives *What I Learned About Being a Consultant* a. impossibility of solving a problem for someone else b. difficulty in asking meaningful questions c. difficulty of refraining from telling others what to do d. need to listen for the hidden meaning behind oral and body language e. difficulty of understanding problem from someone else's point of view f. frustration from inability to solve problem *What I Learned About Being An Observer* a. development of more awareness of behavior in others b. difficulty of remaining aloof and keeping quiet c. need to be good listener to follow the interactions,	

STUDY SHEET NO. 9

CONSULTEE–CONSULTANT–OBSERVER ROLES



(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
B. To develop and evaluate skills in questioning, silence and nonverbal cues, and reinforcement as techniques for promoting effective communication	1. Make copies of Study Sheets No. 10, No. 11, and No. 12, "Questioning Skills," "Silence and Nonverbal Cues," and "Reinforcement Skills" (see preceding pages) for distribution to the class. Ask the students to read the descriptions of each skill and then choose one of the skills for in-depth analysis. Have the students form three different groups according to the skill chosen for study. a. In their small group discussions, ask the students to– (1) examine the examples of the technique given in the study sheet; and (2) give examples of how they would use the skills in their own conversations. b. Have students plan and initiate a conversation with someone outside of class in which each will practice the skills of questioning, silence and nonverbal cues, or reinforcement, whichever was studied by his group. 2. Pair the students in the class and ask them to sit or stand facing a partner, without communicating verbally for several minutes. Bring the class together and let each pair discuss what feelings, moods, or emotions each saw in nonverbal expressions of his partner. 3. Guide a discussion by asking the following questions: a. Is it possible in most instances to detect some emotions in others as a result of observing facial expressions? b. Which emotions listed here do you feel are easiest or hardest to detect in others? State reasons for your answers. *Emotions* anger, fear, hate, sympathy, warmth, acceptance c. What are some physical manifestations other than facial expression which may be cues to the possible inner feelings of others?	1. Ask the students to form into groups, according to which listening skill they practiced (see Learning Activity 1), i.e., students who practiced questioning skills form one group, students who practiced silence and nonverbal cues as a skill form another group, etc. In each group, ask the students to share their experiences and trace the relationship between the skill practiced and the development of the conversation, using the following questions: a. Did the listening skill you practiced affect the conversation? Why or why not? b. Would the conversation have developed differently if you had practiced another one of the listening skills? How? c. Did the person with whom you talked seem to notice anything different about the conversation? If so, what? How could you tell? d. How did you feel about the communication involved? How do you think the other person felt? e. Do you think you communicated more effectively by practicing one of these listening skills than if you had not practiced it? f. In future conversations, what main listening skills do you think you will use? How will you use them? g. After the students who practiced the same skill have discussed and evaluated their experiences together as a group, ask each group to share their reactions with the other two groups. This may take the form of a panel discussion, a skit or dramatization, individual reports, etc.

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT
II. (continued)	B. To develop and evaluate skills in questioning, silence and nonverbal cues, and reinforcement as techniques for promoting effective communication	1. Make copies of Study Sheets No. 10, No. 11, and No. 12, "Questioning Skills," "Silence and Nonverbal Cues," and "Reinforcement Skills" (see preceding pages) for distribution to the class. Ask the students to read the descriptions of each skill and then choose one of the skills for in-depth analysis. Have the students form three different groups according to the skill chosen for study. a. In their small group discussions, ask the students to— (1) examine the examples of the technique given in the study sheet; and (2) give examples of how they would use the skills in their own conversations. b. Have students plan and initiate a conversation with someone outside of class in which each will practice the skills of questioning, silence and nonverbal cues, or reinforcement, whichever was studied by his group. 2. Pair the students in the class and ask them to sit or stand facing a partner, without communicating verbally for several minutes. Bring the class together and let each pair discuss what feelings, moods, or emotions each saw in nonverbal expressions of his partner. 3. Guide a discussion by asking the following questions: a. Is it possible in most instances to detect some emotions in others as a result of observing facial expressions? b. Which emotions listed here do you feel are easiest or hardest to detect in others? State reasons for your answers. *Emotions* anger — sympathy fear — warmth hate — acceptance c. What are some physical manifestations other than facial expression which may be cues to the possible inner feelings of others?	1. Ask the students to form i to which listening skill Learning Activity 1), practiced questioning ski students who practiced s cues as a skill form anoth group, ask the studen experiences and trace the the skill practiced and the conversation, using the follo a. Did the listening skill the conversation? Why b. Would the conversati differently if you ha one of the listening ski c. Did the person with wh to notice anything conversation? If so, w tell? d. How did you communication involv think the other person e. Do you think you effectively by practi listening skills than practiced it? f. In future conversa listening skills do you How will you use them g. After the students wh skill have discussed experiences together a group to share their other two groups. Thi of a panel discu dramatization, individu

STUDY SHEET NO. 10

QUESTIONING SKILLS WHICH PROMOTE EFFECTIVE COMMUNICATION*

Practice in these skills is designed to help you promote effective communication by decreasing the amount of talk you do and increasing the amount of talk done by someone else. Communication is equated in many persons' minds with talking; in other words, unless you are talking, you are not communicating. This is not true. Effective communication is promoted in more ways than by just talking. Below is a guideline with examples to help you identify and practice the skills of questioning.

THERE ARE FOUR KINDS OF QUESTIONING SKILLS.

1. Fluency in asking questions is developed through practice in asking as many *factual or descriptive questions* as you can during a conversation.

   a. The words, *who, what, when,* and *where* are often used in asking factual questions. (What is your favorite course in school?)

   b. Descriptive questions require a person to organize facts into some logical relationship, and usually require longer answers than do the factual questions. (What are the differences between social clubs and civic clubs in high school?)

2. *Probing questions* keep discussions going because they require more than superficial answers. Probing skills include the practice of–

   a. seeking clarification (What exactly do you mean?);

   b. seeking to increase critical awareness (Is that all there is to it?);

   c. refocusing the response (If this is true, what are the implications for. . .?);

   d. prompting the speaker (Give the speaker a hint to help him answer the questions.);

   e. redirecting the question (This helps to bring other people into the discussion quickly: Mary, what do you think about John's statement?).

3. *Higher order questions* are questions that cannot be answered merely from memory or by simple description. The key word related to higher order questions is *why*. A person needs to use questions which–

   a. ask for evaluations (Which of the two cartoons drawn by class members do you believe illustrates the most understanding of events which affected the recent student council election?);

b. ask for inferences (Why do some people seem to make friends more easily with people younger than they are than with people their own age?);

c. ask for comparisons (What are the similarities and differences between students who succeed in school and those who don't?;

d. ask for application of principles (Can you think of another example which fits this definition of "popular"?);

e. ask for problem solving (Can you prove that these two people wanted the same thing to happen?);

f. ask for cause and effect (If all the school rules were eliminated tomorrow, what do you think would happen?).

4. *Divergent questions,* or creative questions, are open-ended in that there is no right or wrong answer. They encourage a person to think creatively and to explore possibilities. The following are examples of divergent questions: What might happen to the family structure if the traditional roles of the mother and father were changed? If you were a new student in a school, and also of a minority race, what steps might you take to help others get to know you?

*Adapted from Dwight W. Allen et al. *Questioning Skills,* Teacher's Manual. (Morristown, N. J.: General Learning Corporation, 1969).

(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

STUDY SHEET NO. 11

SILENCE AND NONVERBAL CUES*

Most people tend to think that verbal communication is the best way to increase discussion. While this is important, the use of silence can also effect increased participation. By decreasing the amount of your own talk, you are taking action to stimulate the other person's participation.

Silence can be used effectively–

a. after an introductory statement (Your silence emphasizes what has just been said.);

b. after a question (Your silence indicates that you are considering the question and that the listener, too, should be considering the question.);

c. after a response (Your silence will encourage the other person to continue talking, to extend and elaborate his point.).

The use of silence as a technique to promote communication is more effective when accompanied by a nonverbal cue indicating acceptance, rejection, questioning, or thoughtful consideration. There are four main kinds of nonverbal cues, which include–

a. facial cues, such as smiling, frowning, or looking thoughful, serious or quizzical;

b. head movement, such as nodding "yes," shaking "no," tilting your head and ear toward the speaker;

c. body movement, such as moving nearer the speaker, assuming a thoughtful pose (fist under chin, for example);

d. gestures, such as–

(1) pointing to the speaker;
(2) making a "continue" cue (moving hands in a circular motion);
(3) making an "anything else?" cue (by holding the hands out with palms upward);
(4) making a "stop" cue (by holding the arm straight out with the hand up and the palm out);
(5) pointing from speaker to speaker (by pointing first to one speaker and then to the speaker who has just finished speaking, and then looking quizzically back and forth from one to the other).

See the attached illustrations for examples of nonverbal cues.

*Adapted from Dwight W. Allen et al. *Increasing Student Participation.* (Morristown, N. J.: General Learning Corporation, 1969).

(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

ILLUSTRATIONS OF NONVERBAL CUES

(Note: A copy of this study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

STUDY SHEET NO. 12

REINFORCEMENT SKILLS WHICH PROMOTE EFFECTIVE COMMUNICATION

Positive reinforcement focuses on the use of incentives to reward desirable behavior—in this case, increasing participation in the communication process. If a person behaves in an appropriate way, immediate positive reinforcement increases the probability of his doing so again. Reinforcing techniques are used in the following situations:

1. Positive verbal reinforcement occurs when you immediately follow a desired response with such comments as, "Good," "Positively," "Okay," or other statements indicating acceptance.

2. Positive nonverbal reinforcement occurs when, in responding to a desired response, you nod your head in agreement, smile, move toward the speaker, or keep your eyes on the speaker while paying close attention to the speaker's words.

3. Positive qualified reinforcement occurs when you differentially reinforce, either verbally or nonverbally, certain parts of a response and not others.

4. Delayed reinforcement occurs when you emphasize positive aspects of a person's response by redirecting attention to something he did or said earlier.

Most of us use only a narrow range of reinforcers in our everyday conversation, consisting mostly of "Good," "Okay" "Yeah." By extending the range of both your verbal and nonverbal reinforcers you will be able to promote more effective communication. Below are some possible verbal reinforcers which will help you enlarge your repertoire.

"Delightful."

"Fine answer."

"Exciting!"

"Keep going."

"That's clever."

"I'm pleased."

"That shows thought."

"I like that."

"Thinking!"

"That's interesting."

"Good. I didn't know it could be done that way."

"I agree."

"That's a good point to bring up."

"Wow!"

Adapted from Dwight W. Allen et al. *Increasing Student Participation.* (Morristown, N. J.: General Learning Corporation, 1969).

(Note: A copy of ths study sheet which may be removed for duplication and distribution by the teacher is reproduced in Appendix A.)

INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT ITEMS
B. (continued)	4. Clip pictures of different facial and other nonverbal expressions from magazines and newspapers; then display them in class. 5. Have the students volunteer to role-play an emotion of their own choosing, using only facial and body expression, and ask the class to guess which emotion is being displayed. After the role-playing, have the students discuss the following questions: a. Are our perceptions of emotions in other people accurate? Why? b. What aids help us to determine the nature of the emotion?	2. Present a list of emotions to be portrayed in a nonverbal, role-playing situation. Small groups of students should develop and present to the class their interpretation of one of the emotions. Nonparticipants should respond with a description of their perception of the emotions portrayed. *Emotions* anger, anxiety, love, fear, jealousy, desire, frustration, happiness, remorse, satisfaction, hate, pity, suspicion

GENERALIZATIONS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	ASSESSMENT
II. (continued)	B. (continued)	4. Clip pictures of different facial and other nonverbal expressions from magazines and newspapers; then display them in class. 5. Have the students volunteer to role-play an emotion of their own choosing, using only facial and body expression, and ask the class to guess which emotion is being displayed. After the role-playing, have the students discuss the following questions: a. Are our perceptions of emotions in other people accurate? Why? b. What aids help us to determine the nature of the emotion?	2. Present a list of emotions nonverbal, role-playing situ of students should develo class their interpretation of Nonparticipants should description of their percept portrayed. *Emotions* anger desire anxiety frustration love happiness fear remorse jealousy

FACTORS IN HUMAN RELATIONS

RESOURCES

RESOURCES

RESOURCES

(The resources listed represent to the instructional personnel a starting point in selecting materials. It is not intended to be a recommended reading list. All books and articles should be reviewed and evaluated as to their appropriateness for the students.)

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Wyzanski, C. E., Jr. "It Is Quite Right that the Young Should Talk about Us as Hypocrites. We Are." *Saturday Review,* 20 July 1968, pp. 14-16.

To keep abreast of current research and practices in the field of human relations which may enrich and extend the curriculum, it is recommended that the teacher and students systematically preview the following periodicals:

Commentary	Published monthly by the American Jewish Committee 165 East 56th Street New York, N. Y. 10022
Human Relations: *A Journal of Studies Toward* *the Integration of the* *Social Sciences*	Published bimonthly by the Plenum Publishing Company Limited Domington House, 30 Norfolk Street London, England WC2 or 227 West 17 Street New York, New York 10011
Integrated Education: *RACE AND SCHOOLS*	Published bimonthly by Integrated Education Associates 343 South Dearborn Street Chicago, Illinois, 60604
Journal of Human Relations	Published quarterly by the Central State University Wilberforce, Ohio
Phylon: Review of Race *and Culture*	Published quarterly by Atlanta University 223 Chestnut Street, S. W. Atlanta, Georgia 30314

RESOURCES (continued)

ed below are available for teachers in the Dade County Public Schools through Audio-Visual Services.)

ork	20'BW
o the Group	16'BW
ory: Lost, Strayed, or Stolen Pt. I	27'C
ory: Lost, Strayed, or Stolen Pt. II	27'C
Lines	10'C
s Movement: Historical Roots	16'BW
s Movement: Mississippi Summer Project	17'BW
s Movement: The North	23'BW
s Movement: The Personal View	25'BW
s Movement: The South	28'BW
our Emotions	13'BW
e Cities	30'BW
ustice in the United States	32'BW
g Self-Reliance	11'BW
g Your Character	10'BW
tter What You Think?	15'BW
Sucker	20'BW
Listening	15'BW
Criticism	10'BW
nder the Law: The Lost Generation of e Edward County	25'C
Beholder	30'BW
ality	12'BW
f Slavery Pt. I	27'C
f Slavery Pt. II	26'C
the Negro in America—1861-1877 War and Reconstruction	20'BW
the Negro in America—1877-Today: dom Movement	20'BW
n Affection?	20'BW
der the Law: The Gideon Case	23'C
ourself Understood	14'BW
Person Communication	13'C
y and Emotions	13'BW
Black and White Pt. I	27'BW
Black and White Pt. II	27'BW
a Life	29'BW

1–00308	*Propaganda Techniques*	10'BW
1–00305	*Public Opinion*	11'BW
1–13332	*Say What You Mean*	20'BW
1–12687	*Screen News Digest (Vol. 5 Issue 6) 1932-Effect of Depression-Hunger Marchers-Veteran Riots-Rise of Hitler*	23'BW
1–30024	*Sense Perception,* Part I	27'C
1–30025	*Sense Perception,* Part II	28'C
1–00275	*The Show-Off*	10'BW
1–10102	*The Troublemaker*	14'BW
1–10061	*Understanding Others*	12'C
1–10108	*Understanding Your Ideals*	14'BW
1–10667	*Visual Perception*	19'C
1–00299	*Ways to Settle Disputes*	10'BW
1–00277	*What about Prejudice?*	11'BW
1–31614	*Where Is Prejudice?* Pt. I	30'BW
1–31619	*Where Is Prejudice?* Pt. II	30'BW

FILMSTRIP UNITS

The filmstrip units (full-color filmstrips and accompanying 1p records) listed below may be ordered by individual schools. The source is Guidance Associates, Pleasantville, New York 10570.

Dare to Be Different ($40.00)
Failure: A Step toward Growth ($35.00)
Somebody's Cheating! ($35.00)
Think of Others First ($35.00)
The Tuned-Out Generation ($35.00)
Values for Teenagers: The Choice is Yours ($35.00)
Your Personality: The You Others Know ($35.00)

RECORD

A Word in Your Ear. Folkways Records Album No. 9171, Folkways Records and Service Corp., 121 W. 47th Street, New York City, New York.

(The films listed below are available for teachers in the Dade County Public Schools through Audio-Visual Services.)

1–10069	*Anger at Work*	20'BW
1–10112	*Belonging to the Group*	16'BW
1–31624	*Black History: Lost, Strayed, or Stolen* Pt. I	27'C
1–31624	*Black History: Lost, Strayed, or Stolen* Pt. II	27'C
1–00314	*Boundary Lines*	10'C
1–13504	*Civil Rights Movement: Historical Roots*	16'BW
1–13509	*Civil Rights Movement: Mississippi Summer Project*	17'BW
1–31699	*Civil Rights Movement: The North*	23'BW
1–31689	*Civil Rights Movement: The Personal View*	25'BW
1–31694	*Civil Rights Movement: The South*	28'BW
1–10070	*Control Your Emotions*	13'BW
1–30076	*Crime in the Cities*	30'BW
1–30046	*Criminal Justice in the United States*	32'BW
1–00570	*Developing Self-Reliance*	11'BW
1–00775	*Developing Your Character*	10'BW
1–10119	*Does It Matter What You Think?*	15'BW
1–10124	*Don't Be a Sucker*	20'BW
1–13334	*Effective Listening*	15'BW
1–00572	*Effective Criticism*	10'BW
1–31577	*Equality under the Law: The Lost Generation of Prince Edward County*	25'C
1–30023	*Eye of the Beholder*	30'BW
1–00166	*Facing Reality*	12'BW
1–31659	*Heritage of Slavery* Pt. I	27'C
1–31664	*Heritage of Slavery* Pt. II	26'C
1–13519	*History of the Negro in America—1861-1877 Civil War and Reconstruction*	20'BW
1–13524	*History of the Negro in America—1877-Today: Freedom Movement*	20'BW
1– 0091	*How Much Affection?*	20'BW
1–31578	*Justice under the Law: The Gideon Case*	23'C
1–10402	*Making Yourself Understood*	14'BW
1–10063	*Person-to-Person Communication*	13'C
1–10045	*Personality and Emotions*	13'BW
1–31649	*Portrait in Black and White* Pt. I	27'BW
1–31654	*Portrait in Black and White* Pt. II	27'BW
1–31358	*Preface to a Life*	29'BW
1–00308	*Propaganda Techniques*	10'B
1–00305	*Public Opinion*	11'B
1–13332	*Say What You Mean*	20'B
1–12687	*Screen News Digest (Vol. 5 Issue 6) 1932-Effect of Depression-Hunger Marchers-Veteran Riots-Rise of Hitler*	23'B
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FACTORS IN HUMAN RELATIONS

APPENDIXES

FACTORS IN HUMAN RELATIONS

APPENDIXES

APPENDIX A

STUDY SHEETS, WORK SHEETS, AND CHARTS

STUDY SHEET NO. 1

INTERPERSONAL RESPONSE TRAITS CHART*

Some Primary Interpersonal Response Traits (One pole of each response trait is described in detail. The other pole is given in parentheses.)

ROLE DISPOSITIONS

Ascendance (social timidity) Defends his rights; does not mind being conspicuous; not self-reticent; self-assured; forcefully puts self forward.

Dominance (submissiveness) Assertive; self-confident; power-oriented; tough; strong-willed; order-giving or directive leader.

Social initiative (social passivity) Organizes groups; does not stay in background; makes suggestions at meetings; takes over leadership.

Independence (dependence) Prefers to do own planning, to work things out in own way; does not seek support or advice; emotionally self-sufficient.

SOCIOMETRIC DISPOSITIONS

Accepting of others (rejecting of others) Nonjudgmental in attitude toward others; permissive; believing and trustful; overlooks weakness and sees best in others.

Sociability (unsociability) Participates in social affairs; likes to be with people; outgoing.

Friendliness (unfriendliness) Genial, warm; open and approachable; approaches other persons easily; forms many social relationships.

Sympathetic (unsympathetic) Concerned with the feelings and wants of others; displays kindly, generous behavior; defends underdog.

EXPRESSIVE DISPOSITIONS

Competitiveness (noncompetitiveness) Sees every relationship as a contest—others are rivals to be defeated; self-aggrandizing, non-cooperative.

Aggressiveness (nonagressiveness) Attacks others directly or indirectly; shows defiant resentment of authority; quarrelsome; negativistic.

Self-consciousness (social poise) Embarrassed when entering a room after others are seated; suffers excessively from stage fright; hesitates to volunteer in group discussions; bothered by people watching him at work; feels uncomfortable if different from others.

Exhibitionistic (self-effacing) Is given to excess and ostentation in behavior and dress; seeks recognition and applause; shows off and behaves queerly to attract attention.

*From *Individual in Society* by Krech, Crutchfield, and Ballachey, copyright 1962 by McGraw-Hill Book Company, page 106. Used with permission of McGraw-Hill Book Company.

STUDY SHEET NO. 2

ECTIONS: Consider each adage below from the point of view of both strong and weak benefactors and beneficiaries; write your reactions in the spaces provided.

Adage	Viewpoint of Strong Benefactor	Viewpoint of Weak Benefactor	Viewpoint of Strong Beneficiary	Viewpoint of Weak Beneficiary
is sometimes less to blame				
de of sins.				
.				
en is merely a secret desire s.				
now the man. We find that is not necessarily kind.				
y praises nobody.				
the mouth.				

STUDY SHEET NO. 2

DIRECTIONS: Consider each adage below from the point of view of both strong and weak benefactors and beneficiaries; write your reactions in the spaces provided.

Adage	Viewpoint of Strong Benefactor	Viewpoint of Weak Benefactor	Viewpoint of Strong Beneficiary	Viewpoint of Weak Beneficiary
1. A man who is ungrateful is sometimes less to blame than his benefactor.				
2. Charity creates a multitude of sins.				
3. Gratitude soon grows old.				
4. The gratitude of most men is merely a secret desire to receive greater benefits.				
5. Actions do not always show the man. We find that one who does a kindness is not necessarily kind.				
6. He who praises everybody praises nobody.				
7. Don't look a gift horse in the mouth.				

STUDY SHEET NO. 3

SELF-KNOWLEDGE QUESTIONNAIRE

1. When I enter a new group, I feel _____.
2. When a group starts, _____.
3. When people first meet me, they _____.
4. In a new group, I feel most comfortable when _____.
5. When people remain silent, I feel _____.
6. When someone does all the talking, I _____.
7. I feel most productive when a leader is _____.
8. I feel annoyed when the leader _____.
9. I feel withdrawn when _____.
10. In a group, I am most afraid of _____.
11. When someone feels hurt, I _____.
12. I am hurt most easily when _____.

STUDY SHEET NO. 4

HOW TO FACILITATE GROUP PRODUCTION

What the group accomplishes is each member's responsibility. The group members can help progress by performing some of the following functions:

Initiating—suggesting new ideas, questions

Clarifying—making the meaning of ideas clear

Elaborating—expanding concepts presented

Integrating—summarizing ideas and helping the group move along

Fact Seeking—asking questions to bring out facts

Encouraging—giving encouragement to the other members

Appreciating—modifying one's point of view in terms of what others have said

Self-restraining—keeping one's ideas in control, not talking too much

Affirming—supporting another's contributions or maintaining one's own commitments

STUDY SHEET NO. 5

DECISION BY CONSENSUS

Instructions: This is an exercise in group decision making. Your group is to employ the method of *Group Consensus* in reaching its decision. This means that the prediction for each of the 15 survival items *must* be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's *complete* approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid *arguing* for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind *only* in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat at least.
3. Avoid "conflict-reducing" techniques, such as majority vote, average, or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

STUDY SHEET NO. 6

NASA RANKING OF SURVIVAL ITEMS

Instructions: You are a member of a space crew originally scheduled to rendezvous at a point on the moon. During landing, much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number *1* by the most important item, the number *2* by the seond most important, and so on, through number *15*, the least important.

_____ Box of matches

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 caliber pistols

_____ One case dehydrated Pet Milk

_____ Two 100 lb. tanks of oxygen

_____ Stellar map (of the moon's constellation)

_____ Life raft

_____ Magnetic compass

_____ 5 gallons of water

_____ Signal flares

_____ First aid kit containing injection needles

_____ Solar-powered FM receiver-transmitter

Permission to duplicate the NSA decision-making exercises (Study Sheets No. 6 and No. 7) for educational purposes is given in the *Handbook of Structured Experiences for Human Relations Training,* Vol. 1, by J. Wm. Pfeiffer and John E. Jones. (Iowa City: University Associates Press.)

STUDY SHEET NO. 7

CORRECT RANKING OF SURVIVAL ITEMS

NASA official ranked the 15 items in terms of importance as follows:

1 Two 100 lb. tanks of oxygen

2 5 gallons of water

3 Stellar map (of the moon's constellation)

4 Food concentrate

5 Solar-powered FM receiver-transmitter

6 50 feet of nylon rope

7 First aid kit containing injection needles

8 Parachute silk

9 Life raft

10 Signal flares

11 Two .45 caliber pistols

12 One case dehydrated Pet Milk

13 Portable heating unit

14 Magnetic compass

15 Box of matches

Permission to duplicate the NASA decision-making exercises (Study Sheets No. 6 and No. 7) for educational purposes is given in the *Handbook of Structured Experiences for Human Relations Training,* Vol. 1, by J. Wm. Pfeiffer and John E. Jones. (Iowa City: University Associates Press.)

STUDY SHEET NO. 8

VARIANCE IN MEANING

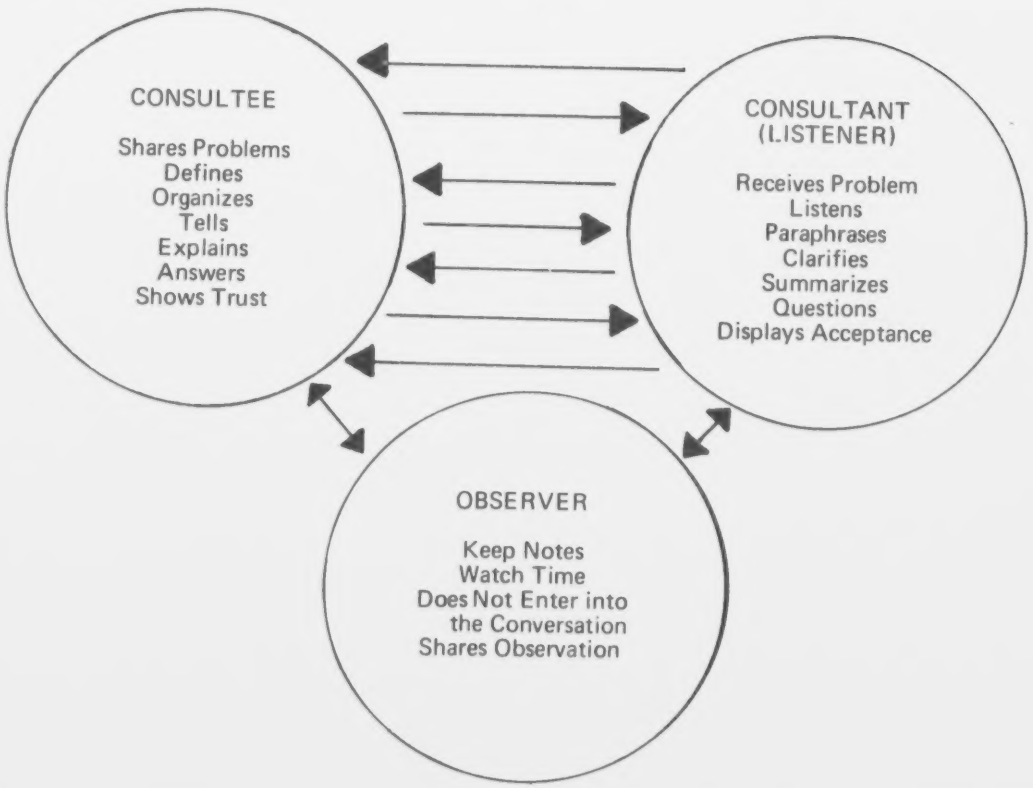
Many words in the English language vary in meaning according to the profession, age, or home of the speaker. Interpret the following sentences as the people given below would understand them. Write complete sentences for your interpretations. (Sample answers are in parentheses.)

1. Hang five.
   a. lynch mob (Hang five men.)
   b. surfer (Stand on the end of the surf board, with five toes over the edge.)
   c. washerwoman (Hang five pieces of laundry on the clothesline.)
2. Watch the bridge.
   a. engineer (Watch the bridge over the river.)
   b. dentist (Watch the dental bridge in the patient's mouth.)
   c. sailor (Watch the captain's bridge on the ship.)
3. The carriage is broken.
   a. secretary (The typewriter carriage is broken.)
   b. footman (The horse-drawn carriage is broken.)
   c. nursemaid (The baby's carriage is broken.)
4. It's light.
   a. camper (Daylight is here.)
   b. weight-lifter (The weight is not heavy.)
   c. baker (The dough is airy.)
5. My wheels are gone.
   a. teen-ager (My car is gone.)
   b. clock repairman (The clock wheels are gone.)
   c. auto mechanic (The wheels for the car are gone.)

List five other words or statements that could be interpreted in different ways and give the various meanings.

STUDY SHEET NO. 9

CONSULTEE–CONSULTANT–OBSERVER ROLES



STUDY SHEET NO. 10

QUESTIONING SKILLS WHICH PROMOTE EFFECTIVE COMMUNICATION*

Practice in these skills is designed to help you promote effective communication by decreasing the amount of talk you do and increasing the amount of talk done by someone else. Communication is equated in many persons' minds with talking; in other words, unless you are talking, you are not communicating. This is not true. Effective communication is promoted in more ways than by just talking. Below is a guideline with examples to help you identify and practice the skills of questioning.

THERE ARE FOUR KINDS OF QUESTIONING SKILLS.

1. Fluency in asking questions is developed through practice in asking as many *factual or descriptive questions* as you can during a conversation.

   a. The words, *who, what, when,* and *where* are often used in asking factual questions. (What is your favorite course in school?)

   b. Descriptive questions require a person to organize facts into some logical relationship, and usually require longer answers than do the factual questions. (What are the differences between social clubs and civic clubs in high school?)

2. *Probing questions* keep discussions going because they require more than superficial answers. Probing skills include the practice of–

   a. seeking clarification (What exactly do you mean?);

   b. seeking to increase critical awareness (Is that all there is to it?);

   c. refocusing the response (If this is true, what are the implications for. . .?);

   d. prompting the speaker (Give the speaker a hint to help him answer the questions.);

   e. redirecting the question (This helps to bring other people into the discussion quickly: Mary, what do you think about John's statement?).

3. *Higher order questions* are questions that cannot be answered merely from memory or by simple description. The key word related to higher order questions is *why*. A person needs to use questions which–

   a. ask for evaluations (Which of the two cartoons drawn by class members do you believe illustrates the most understanding of events which affected the recent student council election?);

b. ask for inferences (Why do some people seem to make friends more easily with people younger than they are than with people their own age?);

c. ask for comparisons (What are the similarities and differences between students who succeed in school and those who don't?;

d. ask for application of principles (Can you think of another example which fits this definition of "popular"?);

e. ask for problem solving (Can you prove that these two people wanted the same thing to happen?);

f. ask for cause and effect (If all the school rules were eliminated tomorrow, what do you think would happen?).

4. *Divergent questions,* or creative questions, are open-ended in that there is no right or wrong answer. They encourage a person to think creatively and to explore possibilities. The following are examples of divergent quiestions: What might happen to the family structure if the traditional roles of the mother and father were changed? If you were a new student in a school, and also of a minority race, what steps might you take to help others get to know you?

*Adapted from Dwight W. Allen et al. *Questioning Skills,* Teacher's Manual. (Morristown, N. J.: General Learning Corporation, 1969).

STUDY SHEET NO. 11

SILENCE AND NONVERBAL CUES*

Most people tend to think that verbal communication is the best way to increase discussion. While this is important, the use of silence can also effect increased participation. By decreasing the amount of your own talk, you are taking action to stimulate the other person's participation.

Silence can be used effectively–

a. after an introductory statement (Your silence emphasizes what has just been said.);

b. after a question (Your silence indicates that you are considering the question and that the listener, too, should be considering the question.);

c. after a response (Your silence will encourage the other person to continue talking, to extend and elaborate his point.).

The use of silence as a technique to promote communication is more effective when accompanied by a nonverbal cue indicating acceptance, rejection, questioning, or thoughtful consideration. There are four main kinds of nonverbal cues, which include–

a. facial cues, such as smiling, frowning, or looking thoughful, serious or quizzical;

b. head movement, such as nodding "yes," shaking "no," tilting your head and ear toward the speaker;

c. body movement, such as moving nearer the speaker, assuming a thoughtful pose (fist under chin, for example);

d. gestures, such as–

(1) pointing to the speaker;
(2) making a "continue" cue (moving hands in a circular motion);
(3) making an "anything else?" cue (by holding the hands out with palms upward);
(4) making a "stop" cue (by holding the arm straight out with the hand up and the palm out);
(5) pointing from speaker to speaker (by pointing first to one speaker and then to the speaker who has just finished speaking, and then looking quizzically back and forth from one to the other).

See the attached illustrations for examples of nonverbal cues.

*Adapted from Dwight W. Allen et al. *Increasing Student Participation.* (Morristown, N. J.: General Learning Corporation, 1969)

STUDY SHEET NO. 11 (continued)

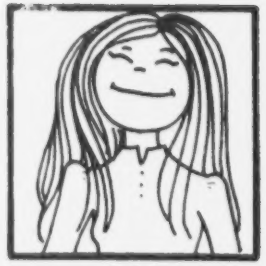
ILLUSTRATIONS OF NONVERBAL CUES

1. Thoughtful look

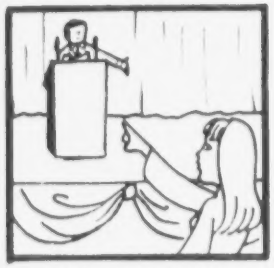
2. Thoughtful look

3. Frown

4. Quizzical look


5. Smile

6. Continue


7. Pointing to speaker

8. "Good point!"

9. "Anything else?"

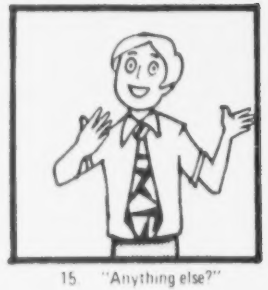
10. Thinking

11. Thinking

12. Thinking

13. "Stop!"

14. Tilting head toward speaker


15. "Anything else?"

STUDY SHEET NO. 12

REINFORCEMENT SKILLS WHICH PROMOTE EFFECTIVE COMMUNICATION

Positive reinforcement focuses on the use of incentives to reward desirable behavior—in this case, increasing participation in the communication process. If a person behaves in an appropriate way, immediate positive reinforcement increases the probability of his doing so again. Reinforcing techniques are used in the following situations:

1. Positive verbal reinforcement occurs when you immediately follow a desired response with such comments as, "Good," "Positively," "Okay," or other statements indicating acceptance.

2. Positive nonverbal reinforcement occurs when, in responding to a desired response, you nod your head in agreement, smile, move toward the speaker, or keep your eyes on the speaker while paying close attention to the speaker's words.

3. Positive qualified reinforcement occurs when you differentially reinforce, either verbally or nonverbally, certain parts of a response and not others.

4. Delayed reinforcement occurs when you emphasize positive aspects of a person's response by redirecting attention to something he did or said earlier.

Most of us use only a narrow range of reinforcers in our everyday conversation, consisting mostly of "Good," "Okay" "Yeah." By extending the range of both your verbal and nonverbal reinforcers you will be able to promote more effective communication. Below are some possible verbal reinforcers which will help you enlarge your repertoire.

"Delightful."

"Fine answer."

"Exciting!"

"Keep going."

"That's clever."

"I'm pleased."

"That shows thought."

"I like that."

"Thinking!"

"That's interesting."

"Good. I didn't know it could be done that way."

"I agree."

"That's a good point to bring up."

"Wow!"

Adapted from Dwight W. Allen et al. *Increasing Student Participation.* (Morristown, N. J.: General Learning Corporation, 1969).

WORKSHEET NO. 1

DIRECTIONS: Write on the chart below a response to each situation from the viewpoint of (a) a person who is empathetic and sensitive to the needs of others and (b) a person who is unsympathetic and not understanding of the needs of others.

Situations	*Empathetic and Sensitive to Needs of Others*	*Unsympathetic and Not Understanding of*
a. A classmate suffers from a severe inferiority complex.		
b. A classmate who has been beaten and mugged comments in class about lawlessness in the streets.		
c. A law-abiding, black teen-ager who is a close friend of yours tells you that his community will be under a curfew for at least one week due to recent incidents in his neighborhood.		
d. A patriotic, long-haired classmate walking with you on the street is approached by a group of senior citizens whose first remark to him is, "Why don't you go to Vietnam where you belong?"		
e. A stranger physically attacks your date at a party.		

WORKSHEET NO. 2

OBSERVATION GUIDELINES

FOR FISHBOWL DESIGN FOR DISCUSSION

1. Estimate how long it takes the group to "get going."
2. Is everyone participating? Or is the group being dominated by a minority?
3. Does a group leader seem to emerge? If so, who?

   OR

   Does the leadership of the group seem to be shared? By whom?

   OR

   Does the group seem to be leaderless? Why do you think so?
4. To what extent are different views listened to?
5. If certain individuals are dominant, try to generate possible reasons for their dominance.
6. Do periods of silence occur? If so, what happens? How are they terminated? By whom? Why?
7. Is anyone providing comedy relief?
8. Are there any people who look as if they want to say something but do not? Why not?
9. Do you notice any nonverbal communication? By whom? What kinds? What attitudes or feelings are communicated nonverbally? How do the group members respond to the nonverbal communications?
10. Does the group discussion stay on one topic, or does it jump from one topic to another? What influences this?
11. To what extent do the group members talk about what is going on in the group?

CHART NO. 1

Purkey Modification of Combs and Super Scale for Inferring Self-Concept*

_____
Name of student to be evaluated

HIS PERCEPTION OF SELF:

Adequate	5	4	3	2	1	Inadequate
Unable	1	2	3	4	5	Able
Trustworthy	5	4	3	2	1	Not trustworthy
Unattractive	1	2	3	4	5	Attractive
Open to new experience	5	4	3	2	1	Fearful

PERCEPTION OF SELF SCORE _____
(Possible high of 25)

HIS PERCEPTION OF SELF AS HE RELATES TO OTHERS:

Unimportant	1	2	3	4	5	Important
Liked	5	4	3	2	1	Unliked
Alienated from	1	2	3	4	5	Identified with
Trustworthy	5	4	3	2	1	Not trustworthy
Not copying	1	2	3	4	5	Copying

SELF RELATING TO OTHERS SCORE _____
(Possible high of 25)

HIS PERCEPTION OF OTHERS

Friendly	5	4	3	2	1	Ho
Incapable	1	2	3	4	5	Ca
Trustworthy	5	4	3	2	1	No
Hindering	1	2	3	4	5	He
Satisfying	5	4	3	2	1	Da

STUDENT'S PERCEPTION OF OTHERS
(Possible high of 25)

TOTAL SCORE _____

*Appreciation is extended to William W. Purkey for permission to reprint his scale from *The Search for Self: Evaluating Self-Concepts.* The Florida Educational Research a Development Council, Summer, 1968.

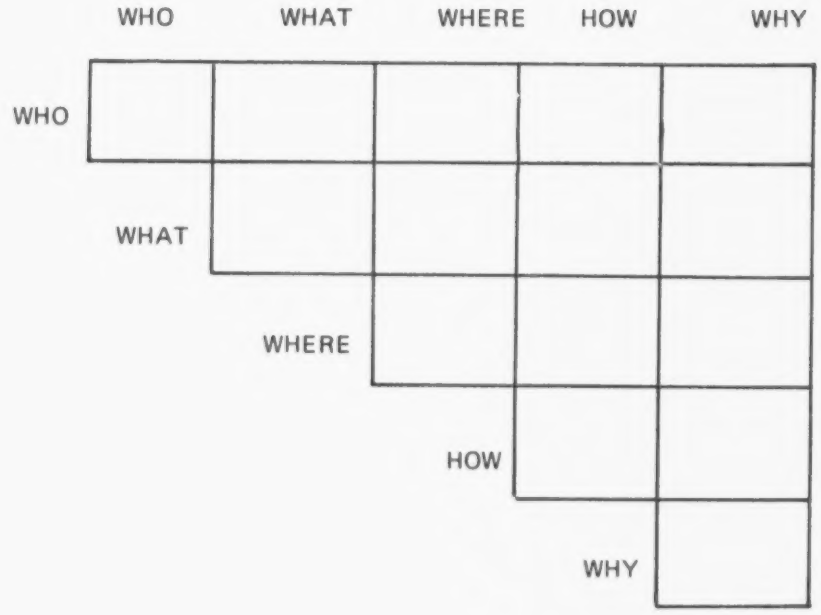
CHART NO. 2

FACTORS INFLUENCING THE ACCEPTANCE OF CRITICISM

	Least Important									*Most Important*
How the criticism was made	1	2	3	4	5	6	7	8	9	10
Why the criticism was made	1	2	3	4	5	6	7	8	9	10
Who made the criticism	1	2	3	4	5	6	7	8	9	10
What was criticized	1	2	3	4	5	6	7	8	9	10
Where the criticism was made	1	2	3	4	5	6	7	8	9	10

CHART NO. 3

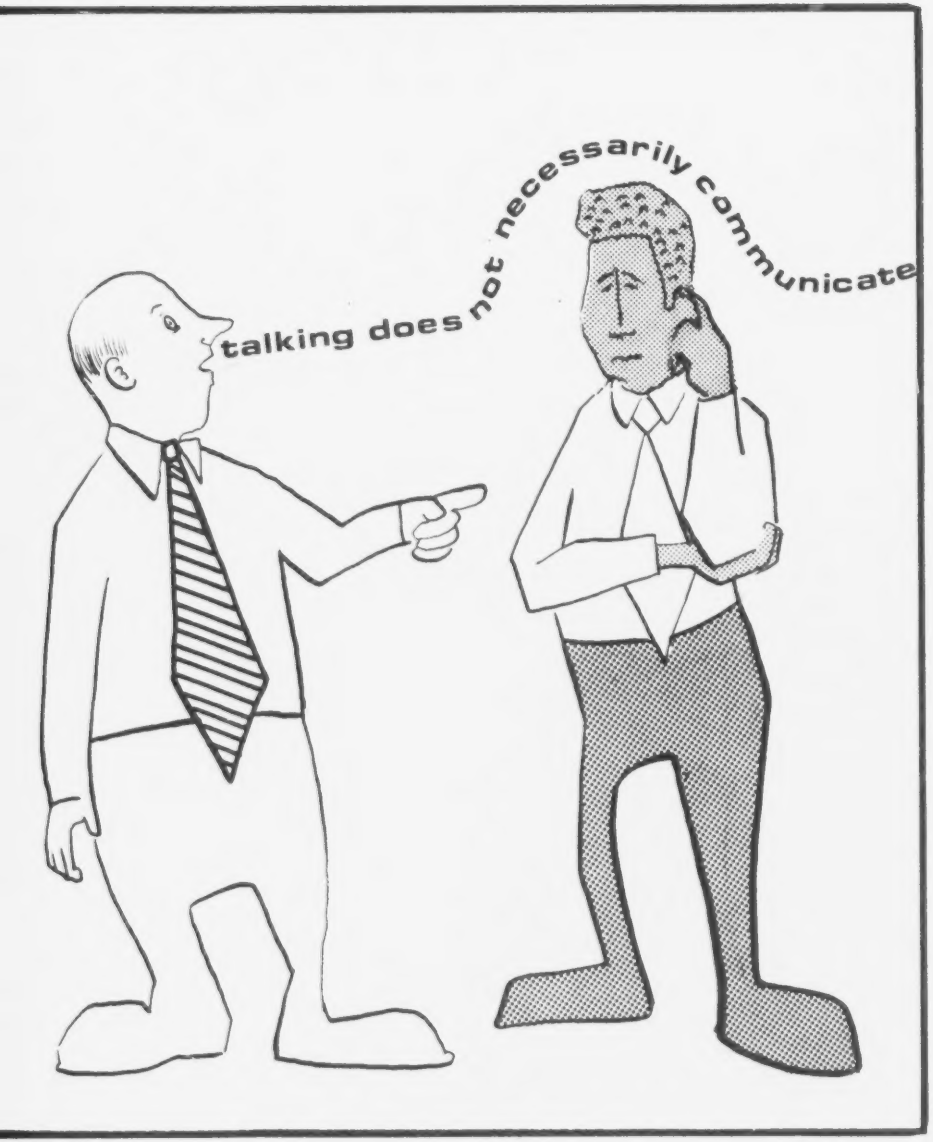
ORDERED PAIRS AFFECTING THE ACCEPTANCE OF CRITICISM

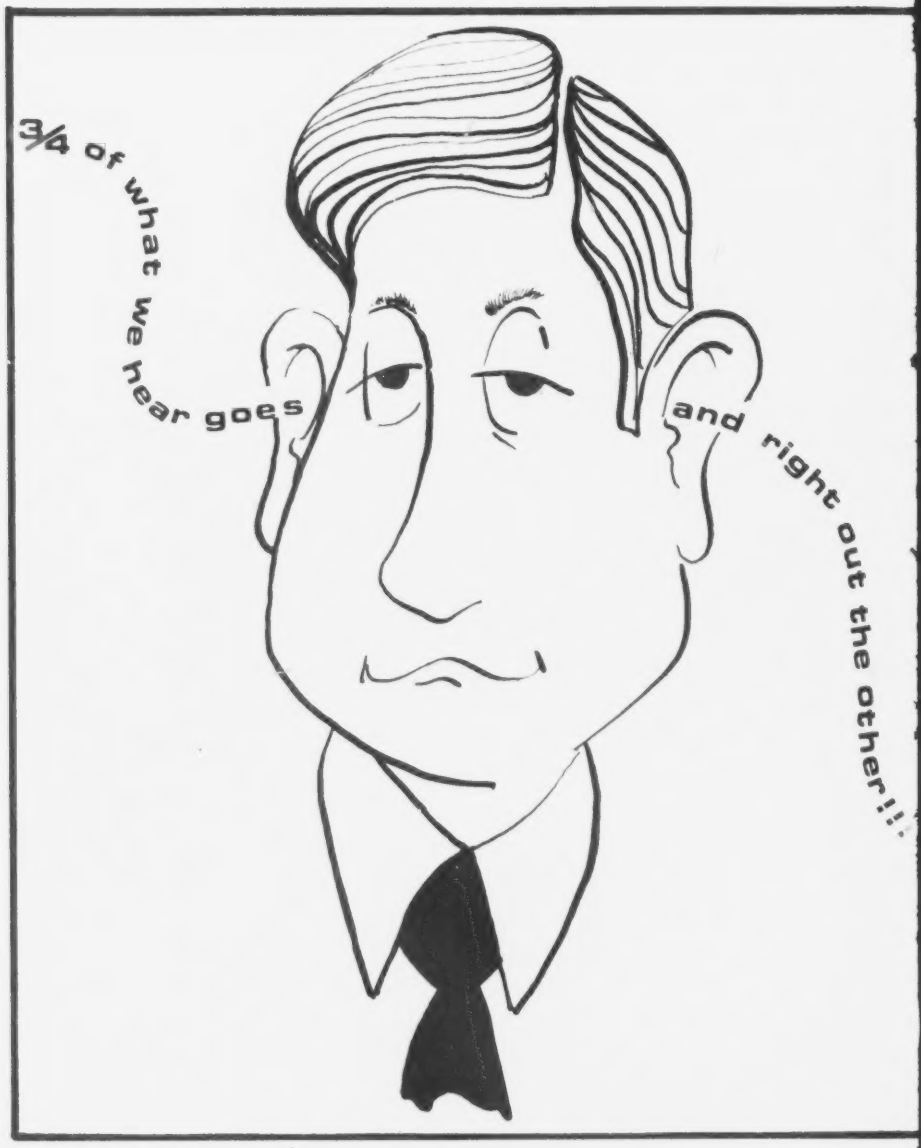


APPENDIX B

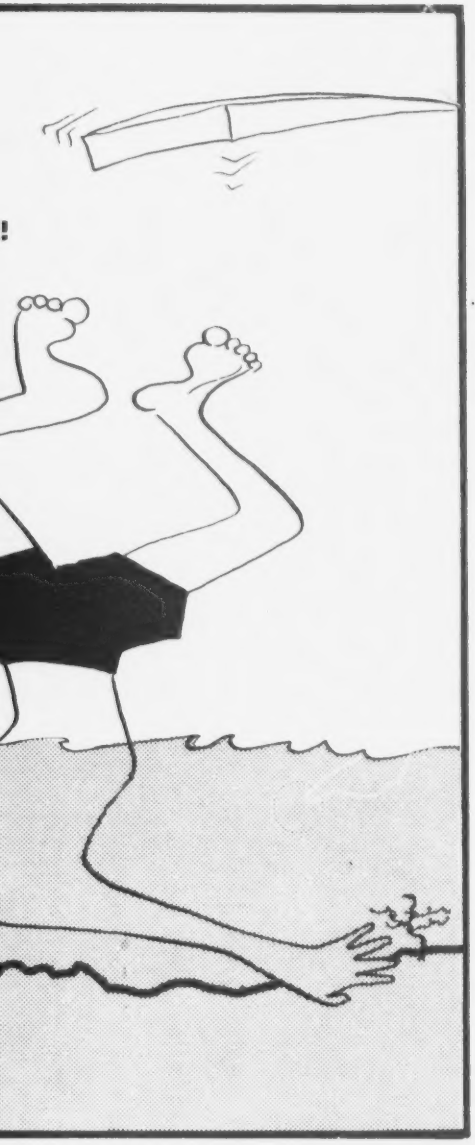
CARTOONS

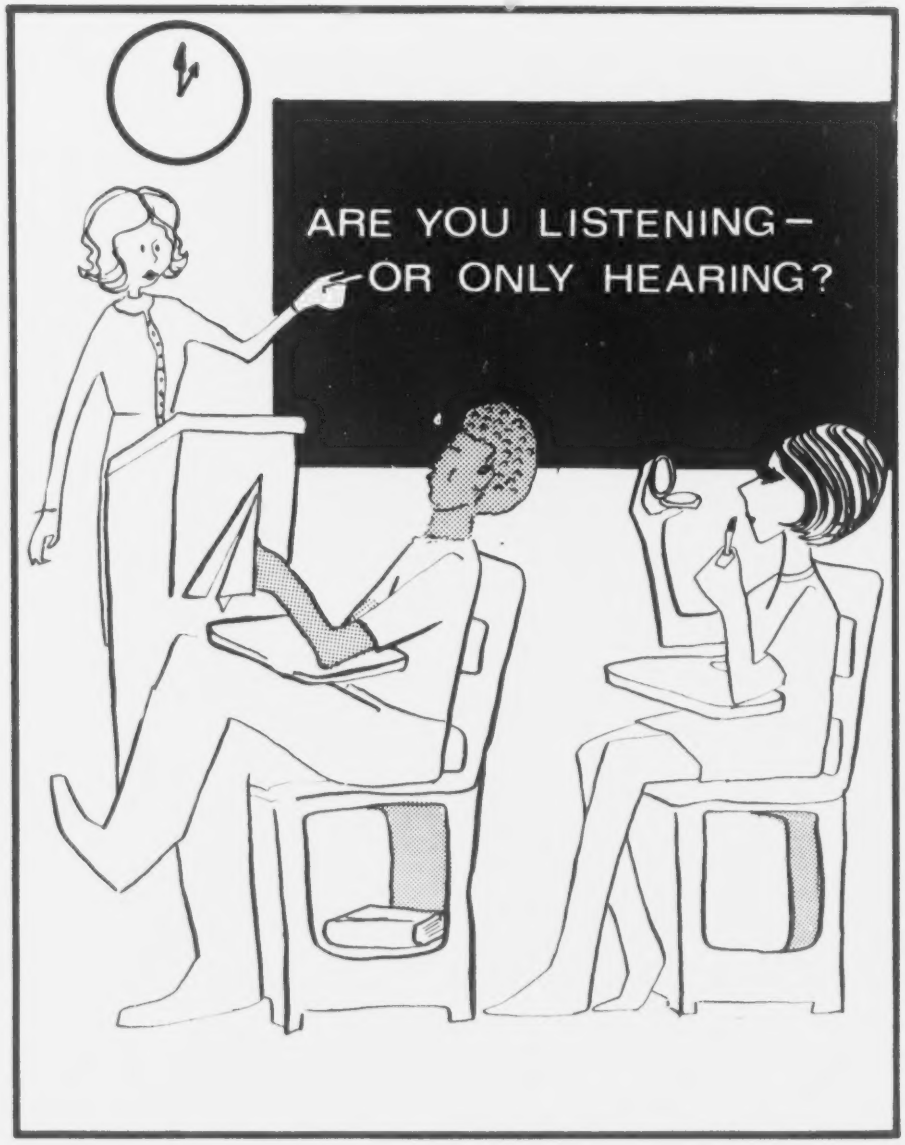
(Note: The teacher may wish to reproduce the following cartoons for distribution to students or use as display material in the classroom. Students may wish to draw additional cartoons using these as examples.)

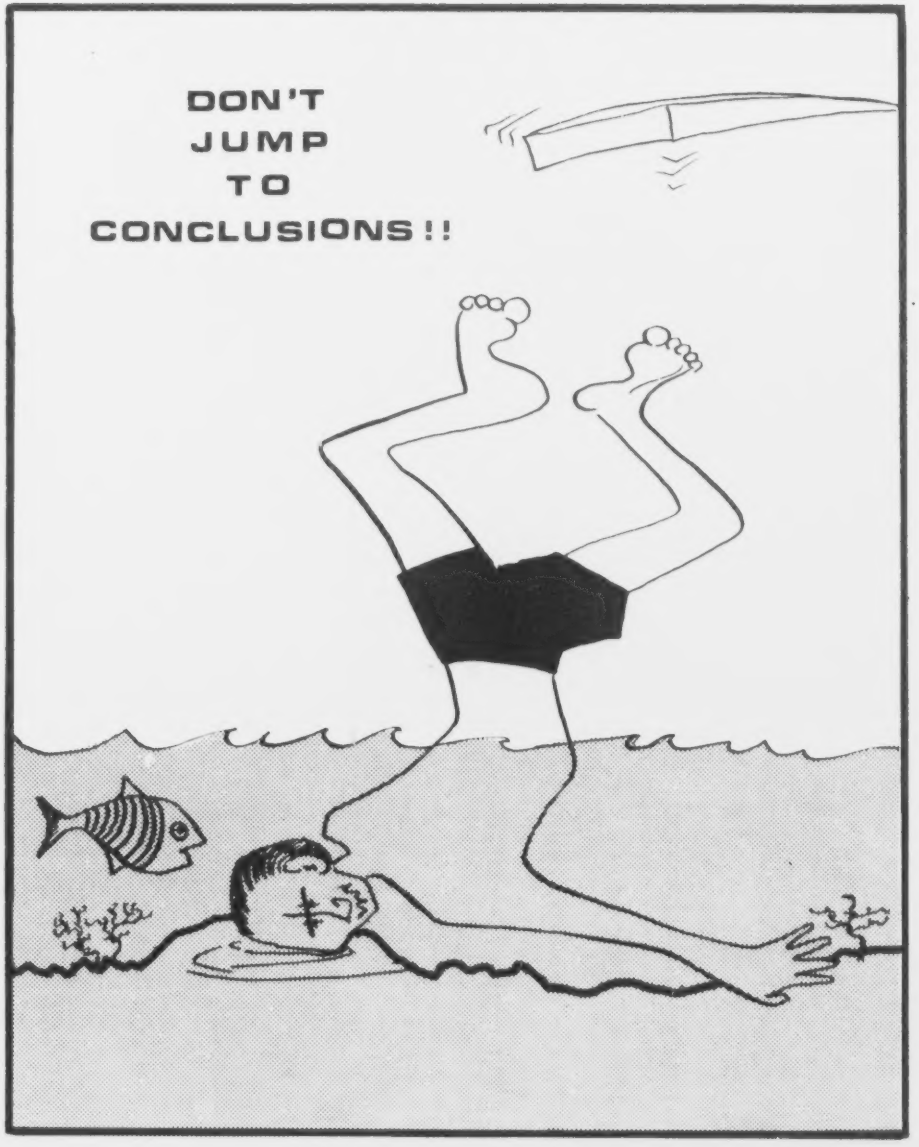

talking does not necessarily communicate


3/4 of what we hear goes
and right out the other!!

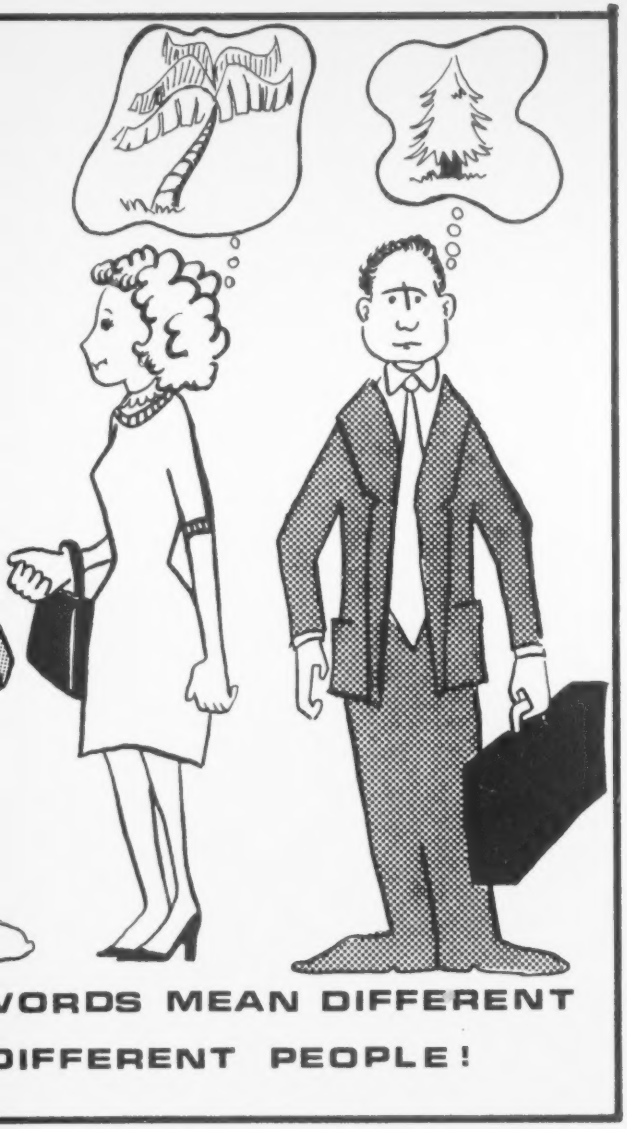
246




ARE YOU LISTENING–
OR ONLY HEARING?


DON'T
JUMP
TO
CONCLUSIONS!!

ARE YOU LISTEN
OR ONLY HEA

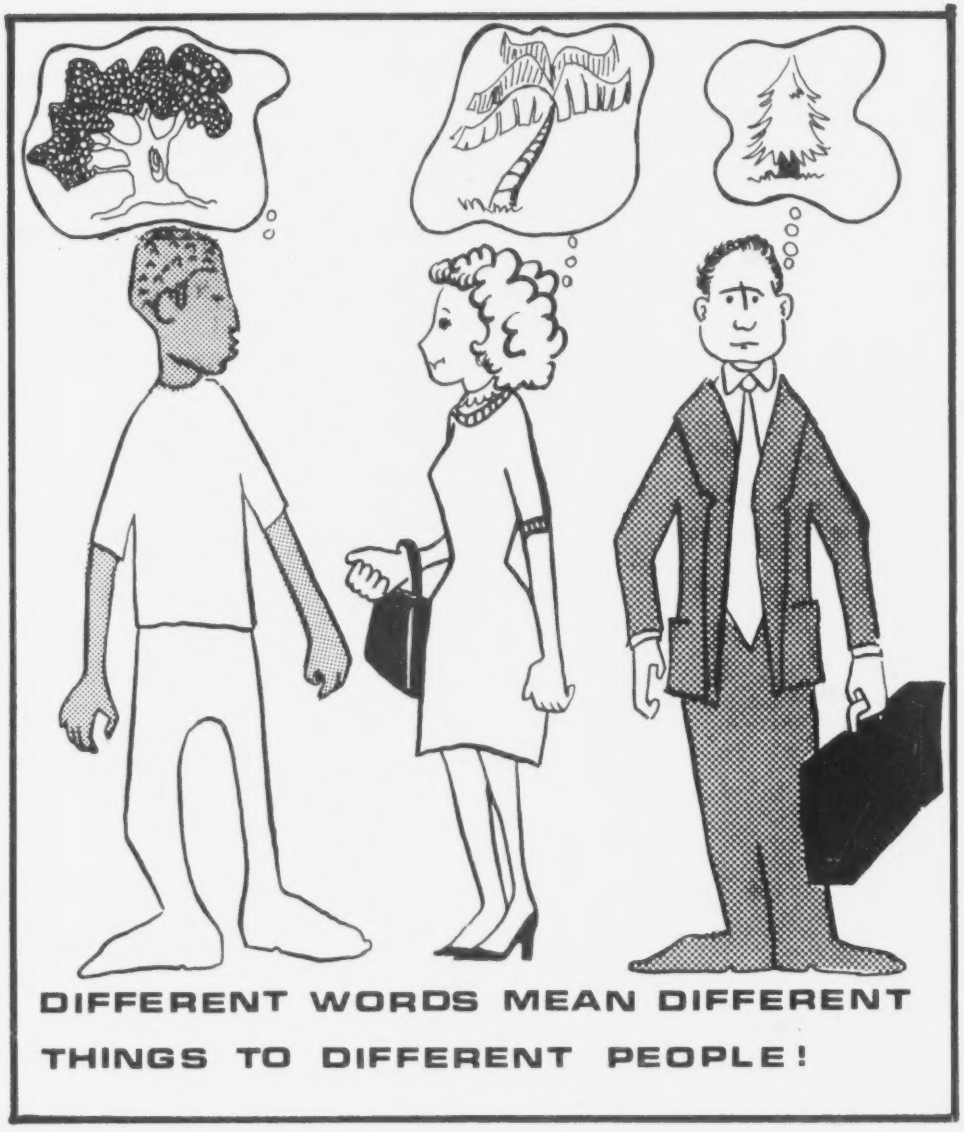


VORDS MEAN DIFFERENT

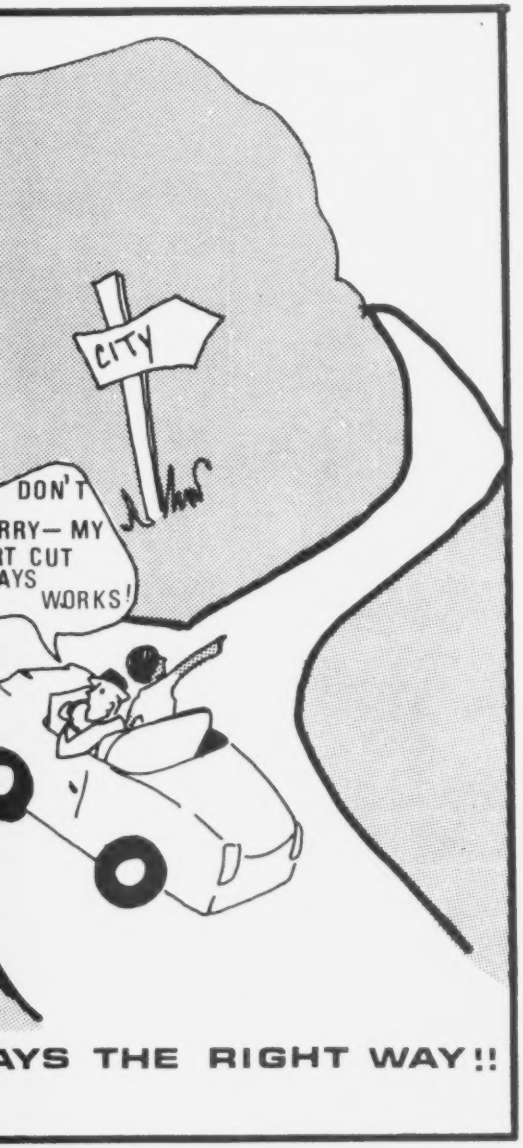
DIFFERENT PEOPLE!

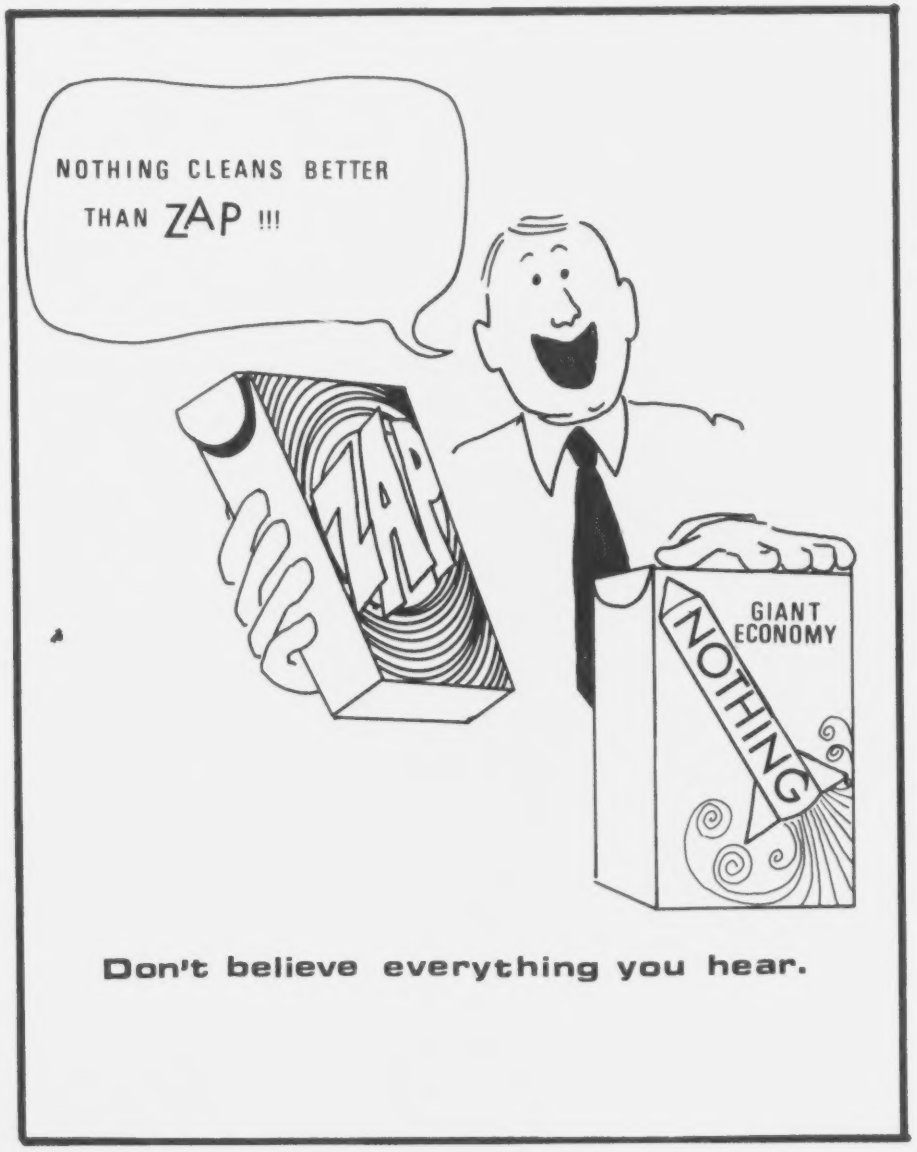
PREJUDICE IS "PRE-JUDGING"

249


DIFFERENT WORDS MEAN DIFFERENT
THINGS TO DIFFERENT PEOPLE!

!
!!!
PREJUDICE IS "PRE-JUDGIN


CITY
DON'T
RRY— MY
T CUT
AYS
WORKS!
AYS THE RIGHT WAY!!


NOTHING CLEANS BETTER
THAN ZAP !!!
ZAP
GIANT
ECONOMY
NOTHING
Don't believe everything you hear.

MY WAY IS ALWAYS THE RIGHT WAY!!

Don't believe everything you h

LY TO WHAT WE WANT
HEAR!

WE LISTEN ONLY TO WHAT WE WANT TO HEAR!

DOWN WITH
AS LON
ARE TA
WE ARE
CONTRO
THE SIT